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THE ATTITUDES OF BLUE COLLAR ADOLESCENTS

TOWARDS EMPLOYMENT OF WOMEN AND

CHILD REARING PRACTICES

by

Blain Richard Morgan

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Family and Child Development

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Blain Richard Morgan

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ABSTRACT

The Attitudes of "Blue Collar" Adolescents
Toward Employment of Women and
Child Rearing Practices

by

Blain Richard Morgan, Master of Science

Utah State University, 1971

Major Professor: Dr. Don C. Carter
Department: Family and Child Development

Purpose was to collect and sample the attitudes of "blue collar" adolescents toward the employment of women and child rearing practices. Data were from 304 adolescents whose fathers fit the requirements of being "blue collar." A questionnaire was administered that asked for attitudes and reactions to questions related to the employment of a woman through the normal stages of a family cycle and for attitudes related to child rearing practices.

The attitudes of the "blue collar" adolescents were then compared to findings recorded in a similar study that dealt with the attitudes of rural adolescents toward the employment of women. It was hypothesized that attitudes toward the employment of women would be influenced by the age and sex of the adolescents of the "blue collar" family; that the attitudes of the adolescent would be influenced by the occupation and employment history of his mother and that the attitudes of the adolescents from the "blue collar" family would be different from those of adolescents in a rural environment. The

hypotheses were supported by the data from this study. With respect to child rearing practices, the females have much more positive attitudes toward child rearing practices than was true of the males.

(148 pages)

INTRODUCTION

Origin of the Problem

Social change is evident in many of the institutions of our society. One aspect of change is in the modifications in roles of women. Women's place in society is in transition, and nowhere is this more evident than in their functioning as employed persons. The working mother is here to stay. There is an increasing percentage of working mothers entering the labor and professional forces each year, and there is a great deal of concern as to the effects and consequences that these working mothers create or may create for their child or children in regards to general child rearing practices.

Some researchers say that harm is done to the child if his mother works. On the other hand, others, who tend to be writing more recently, say that no harmful effects can be found and that the children of the working mother are just as normal in emotional, mental, and physical developments as the children of the nonworking mother. Some have concluded that a child of a working mother is better off in some ways than the child of a nonworking mother.

Several studies have dealt with the outlook of the adolescent from a rural background as compared with the outlook of the urban adolescent in regards to the way he sees, or visualizes, the employment of his mother, or the employment of working women in general. In reviewing the literature under this topic, material can be found dealing with the college girls' attitudes toward the working mother, the viewpoints of

the middle class adolescent as compared to the upper class adolescent, and research covering the aspects of what husbands think of the working mother. Tests and research have looked at the attitudes and opinions of girls in comparison with boys, and with grade school children in comparison with high school students as to their specific attitudes towards the working mother. However, little attention has been given to the adolescent from the lower class or "blue collar" family background, as to his attitudes and opinions toward the employment of women and the working mother. Additional information is needed as to how the adolescent from the "blue collar" family feels about his mother working, or women working outside the home in general. It was, therefore, the purpose of this study to investigate a "blue collar" group of adolescents to see how they compare to the general findings concerning attitudes of other adolescents toward the working mother and working women in general.

In 1966, Ann Leigh Adams of Utah State University submitted a thesis entitled, "Adolescent Attitudes Toward the Employment of Women." Her study concerned the attitudes of 197 senior students and 139 sophomore students in a rural Utah high school toward the employment of women. The present investigation is intended to serve as an extension of her study in that it will make possible a comparison of a "blue collar" population with her group of rural adolescents.

This thesis will be, in part, based on the Adams (1966) research, and will use her questionnaire as a means of collecting some of the attitudes of the adolescent of the "blue collar" family regarding employed mothers and women in general. This study, however, will extend her investigation, in that the questionnaire will contain a section

of questions dealing with the attitudes of the "blue collar" adolescents in their perceptions of various aspects of child rearing.

Purpose

The purpose of this study will be to determine the attitudes of a "blue collar" segment of the population regarding employment of mothers, an aspect of family living which is in the process of change. These attitudes of the adolescent from the "blue collar" population will be compared with the findings compiled by Ann Leigh Adams, as she looked at this same problem as perceived by adolescents in a semi-rural Utah community, to determine if differences exist between the two groups.

A second purpose will be to investigate "blue collar" adolescents' opinions toward various aspects of child rearing.

Hypotheses

1. Attitudes toward the employment of women will be influenced by the age and sex of the adolescents of the "blue collar" family.
2. Attitudes of the adolescent will be influenced by the occupation and employment history of his mother.
3. Attitudes of the adolescent from the "blue collar" family will be different from those of adolescents in a rural environment.

REVIEW OF LITERATURE

Whitmarsh (1965) states:

Women now constitute one-third of the labor force, and the number of employed women has increased six-fold since 1900. Labor statistics reveal that today's women will work outside the home a predicted average of 27 years if she marries and has children, 31 years if she marries and has no children, and 40 years if she never marries. Approximately 60 percent of the 24½ million women in the labor force are married, and over half of these have children under 18. (p. 201)

Frankel (1964) states in his article:

In the past two decades there has been a dramatic increase in the number of working women, especially among married women living with their husbands and whose children have reached school age. It is estimated that at present, one-third of these married women are employed outside the home and it is expected that this movement of mothers from the home into the labor market will continue for at least the next decade. (p. 776)

As the population increases and the standard of living rises, more and more mothers will enter the working force. The United States Department of Labor forecasts the employment of 33,000,000 women by 1974, more than double the number working in 1940 (Powell, 1961). A great number of these future working mothers will step forth from the ranks of 'blue collar' families.

Adams (1966) conducted her study of Utah adolescents to determine if attitudes of adolescents were in keeping with the traditional view of a woman's role in terms of employment, or if they indicated that adolescents were maintaining attitudes which were consistent with the practices common to 1966 and which may be reasonably predicted for the future.

Adams' study examined attitudes toward the employment of women during six stages of the family life cycle, those stages being:

1. After the completion of schooling and before marriage.
2. After marriage and before the arrival of the first child.
3. When there are preschool children in the home.
4. When there are school age children in the home.
5. When there are adolescent children in the home, and
6. After the children are grown and have left the home.

Her study also looked at the reasons that adolescents consider as valid for women seeking employment outside the home. These reasons were as follows: economic need, personal satisfaction or fulfillment, community service and nurturance. The variables that Adams looked at under this topic of adolescent attitudes of working mothers were: sex of the adolescent, age of the adolescent, employment status of the adolescent's mother and work experience of the adolescent.

Adams collected her data from 197 senior students and 139 sophomore students. The male students outnumbered the female students. Only those students from two-parent families were used as subjects, in an attempt to control the effects of the mother's employment. The data was collected by the use of a questionnaire.

The adolescents in the Adams study were strongly influenced in their acceptance of employment of women by the presence or absence of children in the home. The ages of the children in the home also had a great bearing upon their attitudes. They strongly disapproved the employment of a mother with preschool aged children, but their disapproval diminished as the age of the children in the home increased. Only seven percent of her sample approved employment of a woman with

preschool children, while 93 percent rejected it. Her findings showed that 76 percent agreed with the statement dealing with the employment of the mother who had adolescent children, with only 24 percent still voicing rejection. Almost 95 percent of her subjects agreed to the employment of the woman outside of the home after the children have grown and left the home. The subjects of this study were influenced by the marital status of the woman, by showing approval of employment for the single woman more than for the employment of a married woman with no children, or grown children who had left home. They supported employment for women during the childless years with 80 percent approving the employment of a woman during this time of life. Economic need, personal satisfaction or fulfillment, and community service were the three reasons 94 percent of her sample approved the employment of a woman. Nurturance, as a reason for working, was least supported by the sample. Females were significantly more favorable toward employment of women than were the males in this study. The factor of sex was very notable in relation to the employment of a woman when there were no children in the home, in that the girls in Adams (1966) study were much more supportive of the employment of women after marriage. Over 92 percent of the girls either strongly agreed with or approved of employment of women after marriage and before the arrival of any children. This compared with 76 percent for the boys. The girls also showed a much stronger acceptance of the employment of women because of the personal satisfaction or fulfillment reasoning. Twice as many girls as boys supported employment for this reason.

Adolescents with employed mothers were significantly more favorable toward the employment of women when there were children in the home, than were adolescents whose mothers were not employed. They were also more strongly supportive of employment of a woman whose children were grown and had left home. Adolescents of employed mothers supported the employment for economic reasons and nurturance.

Most of the sample had some kind of work experience. Only 14 percent of the total students had no work experience. Adams found no significance between adolescents with work experience and the positive attitudes toward the working of the woman outside the home.

Roy (1961) looked at the adolescent in the realm of the working mother and the additional housework that would have to be done by the adolescent daughter or son compensating to fill the gap left by the working mother. He studied the possible reduction of social activities as a result of employment. In addition, he looked at the possibility that the working mother might also have an influence upon the lowering of academic performance or aspirations of the daughter or son. His research investigated the effects of the working mother upon the amount of delinquency, affection, fairness of discipline, and the democracy or cooperation in a family. Roy's findings are as follows:

1. The children of employed mothers seem to do more household chores than the children of nonemployed mothers.
2. The employment of the mother does not seem to have any adverse effect on the social activities of the children.
3. The employment of the mother does not generally lower the academic performance or aspiration of the children. The results suggest a residential differential: the employment of town mothers lowered the academic performance and aspiration of their children, and the employment of rural mothers raised the academic performance and aspiration of their children.
4. The general fear that delinquency would increase due to the employment of the mother was not borne out. The results indicated that rural children seemed to

manifest less delinquency when their mothers were not employed. The other scales devised to measure affection, fairness of discipline, democracy and cooperation did not give consistent predictions in any one direction. (Roy, 1961, p. 340)

The results suggest that rural families in general, benefited from the employment of the mother, in that the girls, and in part, the boys, showed less delinquency, more affection, more fairness of discipline, more democracy, and more cooperation in their families.

King, McIntyre, and Axelson (1968) developed a very interesting study of the adolescent's attitudes toward the effects of maternal employment on the husband-wife relationship. Their sample included 1,055 ninth grade students in a metropolitan area of Florida. Their collected data reveals the following pertinent information:

1. Adolescents whose mothers were employed viewed their mothers' employment as less threatening to the marital status than adolescents with nonworking mothers.
2. Children of higher-status parents believed maternal employment to be less threatening to the husband-wife relationship than children of lower-status parents.
3. The perceived effects of maternal employment on the husband-wife relationship were thought to be greater by the male than the female adolescents.
4. It was found that the greater the father's participation in household tasks, the more accepting of the mother's employment were the adolescents, and this was true for both sexes with the effects being more pronounced for females. (p. 633)

Mathews (1934) presents some very interesting material in her study of "The effects of Mothers' Out-of-Home Employment Upon Children's Ideas and Attitudes." Mathews attempted to determine why the adolescent disapproves of working mothers, looking at such things as a cold meal, a scolding, a tired mother, and the busy hustle-bustle atmosphere that a working mother may create in the home. Mathews found that only 40 percent of the worker's children favored having

their mothers go to work. At the same time, 89 percent approved of their mother staying at home most of the time. Mathews further states that the girls of working mothers were found to possess more affirming attitudes than the boys. Statistically speaking, figures show significant differences between the homes of workers and nonworkers in both conditions and attitudes, with a slight accumulation of disadvantage to the worker group. The most impressive factor from Mathews' study is that the differences between the worker group and the nonworker group are small. It is a fact that the worker's child is not embittered by his conditions.

"When Mother Works," contained in the magazine Practical Home Economics, (1961, p. 27), states:

Many people have varied concern about the effect mother's working outside the home has on family life. It is heartening to hear that studies show no conclusive evidence that a mother's absence from home because of her job is a cause of anti-social behavior or emotional disturbance in her children. Actually, employment of mothers often benefits children by creating wider opportunities for education and the pursuit of a career.

Dr. Leo H. Bartemuir, Medical Director of the Seton Psychiatric Institute of Baltimore, states that, "The absence of the mother from the home because of her employment, is only one factor among many in the child's development, which is chiefly modeled by parental understanding of the child's needs during the first three years of life."

Jones, Lundsteen, and Mechael (1967) looked at the possible effect which professional employment of mothers could have upon the achievement of their children in school. It was found in the elementary school grades, that the mother's work may have a significant influence on the reading scores of her child. Perhaps even more directly, the motivational patterns that accompany mothers who are professionally employed may be correlated with the level of reading success of their offspring.

The researchers hypothesized that the children of professional mothers would show higher reading achievement scores than the children whose mothers followed solely the career of homemaking.

This hypothesized difference in achievement was investigated in terms of the relatively greater need of the children of professional mothers to achieve in comparison with those children whose mothers were not working. The rationale underlying this need was based on the formulation by McClelland of the achievement motive--especially that part of his theory which shows how the mother's behavior is essential to the child's development of feelings of independence.

The comparison of the mean level of reading achievement of the children of the professional mothers with the mean level of reading achievement of the children of the housewives gave support to the major research hypothesis. Children of professionally employed mothers did score significantly higher on the average than did children of mothers active solely as housewives. (p. 102)

Nelson (1969) sought to determine if there was a difference in school achievement among 312 ninth grade pupils who were categorized according to their mother's work history. Nelson's findings revealed that:

1. There was no significant difference in school achievement among the children whose mothers worked full-time, part-time or not at all.
2. Boys and girls did not differ in school achievement among the three maternal employment groups. (p. 456)

Williamson (1970) conducted a study of the effects of maternal employment on the scholastic performance of children. She hypothesized that the grade point average of children of employed mothers would be lower than children whose mothers did not work, that absenteeism would be higher for children with employed mothers, when compared to children with nonemployed mothers, and the attitude of the working mother and nonworking mother would have no bearing on the academic performance of their children.

She found that no significant differences were evident with respect to grade point average, reading achievement, absenteeism, or I.Q. A high correlation was found, however, with respect to the mother's attitude toward her work or nonwork status and the scholastic achievement of the child.

She states:

It can be concluded that if children see their mothers as happy with their employment position, they will respond in a positive manner and meet the scholastic challenge set before them. Herein appears to lie the key to the effects of maternal employment, not just the fact that a mother is employed or nonemployed, but rather, the fact that she is happy with that employment or nonemployment position and conveys this to her family in a manner that is perceived by the child. (p. 612).

The attitudes of a mother towards her employment or nonemployment is referred to by Yarrow (1962) in yet another way. She stated:

In contrast, those who remain at home to care for their children because of a sense of duty, report undesirable child care attitudes and practices, feel inadequate as mothers, and have more difficulty with their children than any other group. (p. 121)

In a study designed to look at boys who were intellectually gifted, but differed in the fact that not all of their mothers were employed, Frankel (1964) studied 29 pairs of boys to check their high and low academic achievement. The boys were matched on the Pintner I. Q. scale. An important finding was that the greater number of working mothers employed in nonprofessional jobs was among the low achievers. Frankel's findings show that there is no evidence that maternal employment per se contributes either positively or negatively to the academic achievement of these boys. On the other hand, the working mothers of the high achievers were college graduates in professional teaching, which may be responsible for the academic

standards and achievements of this group. Also, the longer employment of these women may have become more acceptable to the children, especially since the teaching profession tends to minimize the separation of the family.

Stolz (1960) shows, in two studies, evidence to suggest that children see mothers principally in terms of traditionally domestic activities and child care functions. The children of working mothers differ to some extent in terms of traditionally domestic activities and child care functions, but not very dramatically in their role of understanding.

Siegel and Hess (1963) studied the working mother and what she does for her children while she is at home as compared to what the nonworking mother may or may not be doing for her children. They state:

The expectation that working mother's children will differ from other children hinges at least in part on the assumption that working mothers differ from others in their child rearing attitudes and practices. There is little evidence on this matter, and the evidence which does exist does not strongly support this assumption. (p. 513)

These same authors also indicated that studies using paper-and-pencil measures of child rearing attitudes and practices have generally revealed no difference between working and nonworking mother's scores.

Von Mering (1952 & 1955) concludes that the professionally trained working mother has higher expectations for her children, places a significantly greater emphasis on discipline, is more restrictive regarding household responsibilities, and emphasizes more independence than did the professionally trained woman who was

not currently employed. Von Mering reported results suggesting that working mothers are less sensitive toward their children. These studies tended to favor the nonworking mother as being more sensitive in relation to her children. Von Mering found that nonemployed, professionally trained mothers gave significantly more analysis of their children's needs than did either the employed mothers with professional training, or nonemployed mothers of liberal arts backgrounds.

Kligler (1954) found significantly more women worked because of interest in the job than because of financial reasons. There was an improvement in the children's behavior as a result of their mothers being employed. On the other hand, dissatisfied mothers, whether working or not, differed in child rearing practices from those who were satisfied.

Banducci (1967) did a study dealing with the effect of mother's employment as related to the achievements, aspirations, and expectations of the child. In his study of 3,014 high school seniors, it is suggested that full-time employment of mothers has little, if any, detrimental effects on children in regards to educational aspirations, expectations, or achievement. There was a trend for these children to have higher educational aspirations and expectations than children of nonworking mothers.

Bossard (1954) states that the children of employed mothers will feel lonely and their supervision and training will be neglected. Whitmarsh (1965, p. 204) counters Bossard's statements with a study of her own. She claims:

That the adolescent daughters of employed mothers have fewer recognized problems than the daughters of full-time homemakers. The middle-class adolescent

girls in this study whose mothers were employed seemed to be particularly well adjusted in the area of home and family life if an absence of personal problems may be used as a criterion of personal adjustment. Although these findings are based on a limited sample, this study may serve as further evidence that maternal employment should no longer be used as a "scapegoat" for adolescent adjustment problems.

In an article entitled "The Adjustment of Adolescent Children," Nye (1963) quotes Bossard as saying that children of employed mothers have the following problems:

The mother is physically exhausted. The child is lonely. The child feels neglected and rationalizes his own anti-social behavior. Children exploit lack of maternal control. Mother is unable to render detailed services to the child. Mother neglects supervision and training of the child. All of these suggest serious adjustment problems for children of employed mothers. (p. 133)

Nye disagrees with Bossard's statement by stating:

School performance, psychosomatic symptoms, and affectional relationship to the mother appears unrelated to employment status of the mother. (p. 140)

Looking at occupational expectations of boys, Youmans (1965) ran a study of 6,789 tenth and twelfth graders. He found a very slight, but a statistically significant relationship between the working mother and the occupational expectations of the son. The sons of nonworking mothers reported slightly higher occupational expectations than sons of working mothers. He concludes that working mothers are more realistic about achieving high occupational status and tend to transfer this expectation to their sons.

In 1961, Powell conducted a study designed to check maternal employment in relation to family life. She found that the children whose mothers were gainfully employed had stronger achievement motives than did the children of full-time homemakers. She found no

significant relationship between maternal employment and the mother's rejection of the homemaking. She based this using the following two null hypotheses:

1. There is no relationship between maternal employment, indices and selected personality characteristics of child.
2. There is no relationship between maternal employment indices and social relationship patterns of the child.

It does appear that maternal employment does have some kind of effect on the child. Such things as quality of care available to the child, the mother's education, and the kind of employment available to her, the attitude of her husband and her own commitments to the various alternatives from which she can choose, all have bearing and effect upon the child (Carter, 1965; Freud and Burlingham, 1955; Heinicke, 1956). If a mother works because she wants to and enjoys her work, she will be happy when she gets home and things will be pleasant and normal in her relationship with her children (Hartley, 1963; Hoffman, 1960; Hunt, 1963). If a mother works because she has to for various reasons, or does not really enjoy her work, the outlook of the child or adolescent towards the mother coming home from work may be entirely different from that of the happily employed mother (Douvan, 1963).

Hoffman (1961) states:

The overall pattern of findings suggests that the working mother who likes working is relatively high on positive effect towards the child, uses mild discipline, and tends to avoid inconveniencing the child with household tasks; the child is relatively nonassertive and ineffective. The working mother who dislikes working, on the other hand, seems less involved with the child altogether and obtains the child's help with tasks; the child is assertive and hostile. (p. 102)

Summary

The literature that has just been cited brings out both the positive and the negative factors dealing with the effects that employment of the mother has on her children and, in turn, the general attitudes of the children towards the employment of their mothers or women in general. The following is a summary of findings brought out by the literature:

1. More boys than girls have the feeling that the mother's place is in the home. (Adams, 1966)
2. Both girls and boys tend to favor a mother at home with small (preschool) children. Concerning the mother with adolescent children, both boys and girls approved of the mother working outside the home. (Adams, 1966)
3. If the adolescent boy comes from a home where the mother is employed, he favors employment of women. If the adolescent boy's mother is not employed outside the home, he disapproves employment of women outside the home. (Adams, 1966)
4. The employment of a mother does not cause adverse effects on the social activities of the adolescent. (Roy, 1961)
5. Delinquency does not increase because the mother works. (Roy, 1961; Practical Home Economics, 1961)
6. In general, the adolescent from a rural family benefited from the employment of his mother in regards to less delinquency, more affection, and more cooperation. (Roy, 1961)
7. The level of reading is higher with children whose mothers work in a professional capacity over children whose mothers followed solely the career of homemaking. (Jones, Lundsteen, and Michael, 1967)
8. School achievement of the child is not lowered by the fact that his mother works. (Nelson, 1969; Williams, 1970)
9. Comparing the gifted child in regards to academic achievement, the working mother over the nonworking mother, there is no difference. (Frankel, 1964)

10. Children with working mothers seemed to have higher educational aspirations and expectations than children with nonworking mothers. (Frankel, 1964)
11. There are fewer recognizable problems with the adolescent daughters of employed mothers than the daughters of full-time homemakers. (Whitmarsh, 1965)
12. There was stronger motivation for achievement among children of working mothers as compared to the children whose mothers do not work. (Banducci, 1967)
13. Professionally trained working mothers have higher expectations for their children than do the nonworking professionally trained mothers. (Von Mering, 1952 and 1955)
14. Concerning the factor of understanding by the mother of her children, no great difference shows up. (Stolz, 1960)
15. The way a mother views her employment and relates either positively or negatively to it, has a bearing on the child. (Hoffman, 1961)
16. What the working mother does of a quality nature with her children when she is home, has a greater bearing upon the children in positive effects than the quantity of time spent with them. (Carter, 1965)
17. Concerning hot meals, hustle and bustle, and general atmosphere of the home, children favored their mother being home. (Mathews, 1934)
18. Greater emphasis is placed on discipline by the working mother. (Von Mering, 1952 and 1955)
19. Working mothers are less sensitive toward their children. (Von Mering, 1952 and 1955)
20. When a mother works, the child will feel lonely. (Bossard, 1954)
21. Nonworking mothers have higher occupational goals for their children than do the working mothers. (Youmans, 1965)

All but the last five factors indicate there may be positive effects upon the child whose mother is employed outside the home. It seems

that the often quoted phrase, "The child went astray because his mother worked," may need to be cast aside and a search be made for the real cause of the child's problem or problems.

PROCEDURE

Definition of Terms

"Blue collar" worker--This term refers to a tradesman, both skilled and unskilled. It consists of persons employed in the labor field or from the working class of people. A "blue collar" worker is nonprofessional and is not a member of the "white collar" ranks. He belongs to or relates to the broad class of wage earners whose duties call for the wearing of work clothes.

Professionally employed--This term in this study refers to those fathers who are engaged in one of the many learned professions which require a college education in order for employment.

"White collar" worker--A person who belongs to or relates to the population segment that makes up the portion known as salaried employees, whose duties permit the wearing of street clothes and call for well groomed appearances. Sales personnel, office workers, civil servants, and merchants are examples of the "white collar" worker.

Professionally employed working mother--This term defines a working mother who is professionally trained for her type of work. She works in some type of a professional field that requires a college education as part of the training. A registered nurse, teacher, and dietician are all examples of this category.

Nonprofessionally employed working mother--This term refers to someone who is employed in an occupation that requires no special technical skill, education, or professional background. Waitresses, store clerks, grocery checkers, baby sitters are examples of this category.

Intact families--This term refers to a family consisting of both parents, one mother and one father living in the same house.

Selection of Sample

The sample for this study was drawn from the Kearns Latter-day Saints (LDS) Seminary located at Kearns, Utah. The seminary is adjacent to the Kearns High School, which is one of the largest high schools in Salt Lake County. At the time of the collection of the data, the student population of the seminary was approximately 1,150 students.

The Kearns Seminary has eight full-time teachers teaching religious classes for the three upper high school grades of sophomore, junior, and senior. The questionnaire for this study was administered only to the sophomore and senior classes. Because this study parallels the study by Ann Leigh Adams, only these two classes were used to insure accurate comparison between both sets of data. Both the Adams study and the author's study employed this procedure in the collection of data.

The Adam's sample came from the required World History and American Problems classes of a rural school in Northern Utah. The Kearns sample was taken from the Old Testament and Church History classes that are required by the Kearns Seminary for their sophomore and senior classes.

When the sample was collected from the students of the Kearns Seminary, the population of the Kearns High School was approximately 2,500 students. Of this total number, an estimated 75 to 80 percent of the studentbody were from LDS backgrounds. This percentage of LDS

students is thought to be comparable to the percentage of LDS students found in the school in which the Adams study was administered.

The Adams sample was a rural one, while the Kearns sample consisted of a "blue collar" population. The Kearns sample had a factor of control that was not included in the Adams study: all students answering the questionnaire were of LDS backgrounds.

Number of Students in Sample

The Adams sample consisted of 336 students, 197 were seniors and 139 were sophomores. The Kearns sample was comprised of 503 total students, 228 seniors and 275 sophomores. The Adams sample consisted of 189 boys, as compared with 147 girls. The Kearns study consisted of 274 girls and 229 boys. The breakdown of boys and girls per class were: 140 senior girls and 134 sophomore girls, as compared to 97 senior boys and 132 sophomore boys.

In comparing the figures of the Kearns' total population for the sample, one will note that there are more sophomores than seniors and more girls than boys. The reason for this trend is because of the general make up of the studentbody and the educational background of the general area, and the parental philosophy of the students' mothers and fathers.

There are more girls enrolled at the school as compared to boys and more sophomores than seniors. The attendance records show that there is a high attendance recorded for girls over boys and for sophomores over seniors. By the time a boy or girl reaches the senior class, the idea of a working job or sluffing school becomes the thing

to do and school often seems to take a secondary role. The total number of students responding to the questionnaire would have been much higher and the spread between sophomore and senior classes would have been less if this attitude towards dropping out of school was less prevalent in this area.

It is interesting to note that of the 503 total students used in this study, 448, or 89 percent, came from intact families. From this number, 50.2 percent of the mothers worked either full-time or part-time. Of the total students (503), 304 students came from "blue collar" backgrounds where the family unit was intact. Of the 304 students, 152 had mothers that worked either part-time or full-time. This was exactly 50 percent of the sample.

Administration of the Questionnaire

The questionnaire used for this sample was given to every sophomore and senior class. Seven of the eight teachers in the Kearns Seminary teach either sophomores or seniors, or a combination of sophomore and senior classes. On the first day that the test was given, there was a 15 to 20 percent absenteeism with fewer seniors present than sophomores. To try and increase the senior count, each teacher gave the questionnaire to all students who were absent the examination day, but present on the following day. Thus, students who were absent two successive days, were not included in the study.

The Questionnaire

The questionnaire for this study consisted of three parts: Part I was for general information; Part II consisted of the same statements

that Adams used for her data; and, Part III asked for attitudes concerning child rearing practices. Part III was a new addition to the Adams questionnaire, and several additions were made to Part I of the questionnaire. Adams asked six general questions in Part I, and there are nine additional questions to this section in the Kearns study. Refer to Appendix A, page 132.

Additions to the Questionnaire

In order to check the findings of Jones, Lundsteen, and Mechael (1967) and those of Von Mering (1952 and 1955), the question, "If your mother works outside the home, what type of work does your mother do?" was asked. The researchers felt that the factor of whether the working mother was employed in a professional job as opposed to a nonprofessional job, had a bearing on the general achievement and greater expectations of her children. This question supplied the basis for determining whether the working mother was professionally or nonprofessionally employed. If the mother was a registered nurse, a teacher, etc., she was recorded as professional. If the mother worked as a waitress, a store clerk, a nurses' aide, a teacher's aide, etc., she was recorded as being nonprofessional. Whether or not a mother worked full or part time and the number of years she worked was added to the questionnaire. It was felt that the duration of years worked would have a great implication on the attitudes of a child towards his working mother and her role.

The questions, "Where does your father work?" and "What type of work does your father do at his place of employment?" were inserted to make it possible to determine if the adolescent was from a home

where the father was either a professional, "white collar," "blue collar," or retired background. A statement in regards to the adolescent's ordinal position was included to see if this had any bearing on the answer.

Three additional statements were added to the general information that dealt with the happiness of the family, the parental discipline, and the family size.

In addition to the above, an entirely new section entitled "Child Rearing Practices" was included as Part III of the questionnaire. This section contained 24 general child rearing statements and two questions that dealt with the television program, "Sesame Street."

The area of adolescent work experience and employment status was added because of the possible effect it might have on his attitudes concerning the employment of women. Whether or not the adolescent came from a two parent family may have a possible bearing on the outcome of the adolescent's attitudes toward the questions of both Part II and Part III.

ANALYSIS OF DATA

Part II: Employment of Women

Under this heading of the questionnaire, the statements were devised so that data could be collected concerning the attitudes of the adolescent toward the employment of women during the six stages of the family life cycle and to examine what adolescents might consider as valid reasons for a woman entering employment outside of the home. The students were asked either "strongly agree, agree, disagree, or to strongly disagree" with the statements of the questionnaire.

Adams' (1966) questionnaire dealing with the working mother, consisted of 14 statements. The first six statements dealt solely with the six stages of the family life cycle. These six stages are in order of their appearance within the statements:

1. After completion of the woman's schooling and before marriage.
2. After marriage and before the arrival of the first child.
3. The mother with preschool children.
4. The mother with school age children.
5. The mother with adolescent children.
6. After the children are grown and have left home.

These statements were arranged in the normal order of their occurrence, giving the students an indication of the individual statements relative to the rest of the family life cycle. See the questionnaire, Appendix A, page 132.

Statements 7 through 14 were designed to examine 4 other specific areas of attitudes. Statements 7 and 11 checked the area of economic need. Statements 8 and 12 looked at personal satisfaction or fulfillment of the mother. The third area was community service and made up the main thoughts behind statements 9 and 13. The last area of nurturance was determined by the answers to statements 10 and 14.

Each of the statements dealing with work during various stages of the family life cycle and the individual statements dealing with employment reasons were scored and recorded individually. The reasons for employment were also given a composite score for the two statements dealing with the individual reasons.

An answer of "strongly agree" was given a numerical rating of "4," and "agree" a "3," "disagree" a "2," and a response marked "strongly disagree," was assigned a rating of "1." In arriving at a composite score for the reasons of employment, the numerical values of the responses to each of the two related questions were added by the computer and a scoring value was assigned from the combined numbers.

All statistical computations, percentages, total responses, chi-square, composite scores, and all information taken from the questionnaire was coded in numerical language and tabulated and scored by the Central Processor Unit (CPU) computer at Utah State University. All defective questionnaires were discarded and only those that were complete and correctly filled out were used. The information on each questionnaire was first recorded on a key punch scan sheet and then transferred to computer cards. Several runs were made through the

computer with these cards in order to obtain the necessary information, totals, tabulation, and percentages. This information was then refined and analyzed to provide the statistics that appear in this thesis. Comparisons with findings by Adams were checked by the chi-square method to determine levels of significance.

Part III: Child Rearing Practices

This part of the questionnaire consisted of 21 statements which were specifically related to child rearing practices. Three of these statements dealt with the most desirable number of children per family of the future, and two questions were designed to check the number of families with children between the ages of three and five who watch the television program "Sesame Street."

The statements in this section were so constructed as to sample the attitudes of the adolescents in regards to eleven child rearing practices. Statement 1 dealt with the major benefit of stories for preschool children. Statements 2 and 9 sampled the area of a child's self image. Statements 3, 17, and 19 asked for attitudes relative to a child's intelligence, either being a product of heredity or the kind of experiences a child has had during early life, or both. With statements 4 and 7, the adolescent looked at the concept of what is a good toy. Statement 5 was included to see how the adolescent viewed the subject of the child and the doctor. The statement stated whether children should be taken to a doctor periodically for examination even though there was no evident signs of illness. Statements 6, 14, and 18 covered the general areas of discipline and spanking.

The development of language skills was looked at in statements 18 and 15. These statements centered on the area of children being talked to, listened to, and the importance of having stories read to them. The statement of "It's all right for girls to cry, but little boys who are hurt should not cry," comprised the main theme for statements 10 and 20. The role of the father and his relationship to child rearing was asked for in statements 12, 21, and 23. These statements dealt with the parent and his role in regards to reading stories to the child. Statement 13 was written to check the response to the old saying of "children should be seen and not heard." Attitudes concerning the age of learning were explored in statement 16. The area of birth control and the subject of limited families was sampled through statements 9, 22, and 24.

Statements 1 through 24 were all set up on a strongly agree, agree, disagree, or strongly disagree kind of response. They were scored on the basis of whether the answer should have been marked either on the positive side (strongly agree or agree) or whether it should have been marked on the negative side (disagree or strongly disagree). The following statements, numbers 2 and 8, are examples of the way the statements in this section were scored. Statement 2 states, "Until a child is five years old, he is too young to be influenced or hurt by such things as scolding, shaming, not being liked, or neglected." A positive answer, in regards to child rearing practices, should have been recorded in either the disagree or strongly disagree blanks. The scoring of a "4" was recorded if the adolescent checked "strongly disagree," "3" if he checked "disagree," "2" for "agree," and "1" for "strongly agree."

Not all of the statements should have been marked on the negative side. Statement 8 should have been marked in one of the two positive answer spaces, giving the positive response to, "Children develop language skills by being talked to and having someone listen to them," either "strongly agree" or "agree." A "4" was recorded for the response of "strongly agree," a "3" for "agree," a "2" for "disagree" and a "1" for the response "strongly disagree." The computer tabulations were derived according to the response, whether the statements and their responses were either positive or negative.

Question 25 was a "yes" or "no" response that was included to see if the adolescent had a brother or sister in the three, four, or five-year old age bracket. If the answer to this question was "yes," then question 26 was disregarded. Question 26 asked, "If you have a three, four, or five-year old child in your family, does he watch Sesame Street?" Five spaces were provided for their answers and these were arranged in the following order: never, once a week, twice a week, several times a week, and everyday. They were scored on the basis of numerical order of "1" for "never," "2" for "once a week" and so on with a "5" being recorded for the answer of "everyday."

The numerical scoring of Part II and Part III was necessary for the statistical computations that were used to obtain the results for this thesis.

The statements in Part III of the questionnaire were included for an exploratory check on adolescents' feelings about some aspects of child care. Validity and reliability have not been established.

FINDINGS

In examination and analysis of the research data, the first area to be considered will be that of the subject's total responses to the statements dealing with the employment of women. From the total sample of 504 students, only 304 students came from intact homes where the father was the "blue collar" classification. Only the findings dealing with this portion of the total sample will be presented in this section. The data relative to the adolescent from an intact home where the father is a "blue collar" worker will be reported and then compared to the findings from the Adams' (1966) study. The data will be examined and discussed in view of the hypotheses and variables under comparison. Because of the computer analysis, the percentages found in the Kearns study may or may not total 100 percent. Some of the percentages recorded may be a fraction under 100 percent or may either equal or exceed the 100 percent figure. The reason for this is due to computer rounding.

Attitudes Toward the Employment of Women

The findings appearing under this topic come from Part II of the questionnaire and all data relevant to the total responses of the 304 "blue collar" adolescents, appear in Table 1, page 31.

With reference to statement 1, "It is all right for a woman to work after completing her education and before marriage," 97.3 percent of the students either "agreed" or "strongly agreed." The emphasis of "strongly agreed" was the largest factor of the total

Table 1. Total responses of "blue collar" adolescents toward the employment of women.
N = 304: 146 males, 158 females

Item	Main Idea	Strongly Agree		Agree		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%
1	work after schooling but before marriage	197	64.8	99	32.5	7	2.3	1	0.3
2	after marriage - no children	97	31.9	145	47.6	36	11.8	26	8.5
3	work with pre-school	6	1.9	29	9.5	132	43.4	137	45.0
4	work with school age children	18	5.9	98	32.2	115	37.8	73	24.0
5	work, children in junior or senior high	44	14.4	167	54.9	62	20.3	31	10.1
6	work, children left home	113	37.1	165	54.2	17	5.5	9	2.9
7	work, when financial difficulties exist	64	21.0	193	63.4	38	12.5	9	2.9
8	work if she wants to	92	30.2	155	50.9	53	17.4	4	1.3
9	if professionally trained, work if services are needed	72	23.6	196	64.4	35	11.5	1	0.3
10	a woman helps family by working	16	5.2	107	35.1	134	44.0	47	15.4
11	work, things needed for family	34	11.1	188	61.8	67	22.0	15	4.9
12	work for personal satisfaction	47	15.4	195	64.1	58	19.0	4	1.3
13	when shortage of trained people, duty to go to work	25	8.2	131	43.0	130	42.7	18	5.9
14	by working, a woman takes care of her family	7	2.3	94	30.9	145	47.6	58	19.0
15*		68	22.3	196	64.4	38	12.5	2	0.6
16*		95	31.2	172	56.5	36	11.8	1	0.3
17*		47	15.4	220	72.3	37	12.2	0	0.0
18*		15	4.9	124	40.7	137	45.0	28	9.2

*Items 15, 16, 17, and 18 are composite scores. Item 15 = composite score for statements 7 and 11; item 16 = composite score for statements 8 and 12; item 17 = composite score for statements 9 and 13; and, item 18 = composite score for statements 10 and 14.

responses with 197 students, or 64.8 percent represented in this category. The area of "agree" was next in rank, with 99 students or 32.5 percent marking this area. A total of only 8 students or 2.6 percent marked the area of "disagree" or "strongly disagree."

The employment of a woman after her marriage and before the arrival of the first child was the second item that was compared in this study. The adolescents agreed with this statement with more tabulation being recorded for "strongly agree" and "agree." Instead of the highest percentage going to the column of "strongly agree," it went to the column of "agree" with 145 students, or 47.6 percent. A total percent of 79.5 was recorded for the positive pole of the answers with only 20.4 percent being recorded on the negative pole. This 20.4 percent represents, however, an increase in feeling of attitudes of negative factor concerning employment of a woman after marriage.

To the third statement, that of the mother working with preschool children at home, the adolescents recorded 137 responses or 45.0 percent under the "strongly disagree" column. This was the highest recorded figure for this column relative to the 14 statements of Part II of the questionnaire. The total for the "disagree" column was 132 total responses or 43.4 percent. With 88.4 percent going to the negative side of the answers, the adolescents strongly disagreed with the mother working who has preschool children at home. A total count on the positive side of the answers showed that 29 students "agreed" and only six students "strongly agreed." This represented a combined percentage of only 11.4.

Statements 4 and 5 deal with the area of a working mother with school age children (six to twelve years of age) and with children who attend junior or senior high school. It is very interesting to note that as the age of the child increases, the disapproval of the employment for women lessens. The "blue collar" adolescent approves of work for a mother who has children in high school. The majority of adolescents, however, are against a mother working when there are school age children in the home. These figures, however, show a decrease of 26.6 percent when compared to a mother who has preschool children at home. A percentage of 61.8, or a total count of 188 adolescents either "strongly agreed" or "disagreed" with a mother working who has children of school age at home. The "disagree" columns recorded 37.8 percent as compared to 24.0 percent in the "strongly disagreed" column. Only 38.1 percent of the adolescents were in favor of this statement.

In regards to statement 5, a marked increase of agreement appeared. A total of 211 or 69.3 percent of the adolescents "agreed" with this statement. Only 30.4 percent or 93 adolescents were in disagreement of this statement.

Once children are grown and have left home, 278 of the adolescents, or 91.3 percent "agreed" or "strongly agreed" with a mother working. A total of 37.1 percent of the adolescents strongly agreed with this statement. Only 26 students or 8.4 percent disagreed with statement 6. Even here, these adolescents did not feel as strongly about employment for a married woman with no children as they did about employment for an unmarried woman. However, these subjects were still supportive of employment for a woman whose children were grown.

With regards to statements 4, 5, and 6, a marked shift from disagree to agree can be seen. This greatly increased in proportion to the increase in the child's age or the number of children in the family.

At this point in the questionnaire, we reach the area of combination statements which contain the same general thought. These statements will now be discussed as they relate to each other.

Statements 7 and 11 deal with the attitudes toward a woman working because of economic need. If there were financial difficulties in the family, 257 adolescents or 84.4 percent "agreed" or "strongly agreed" that a mother should work. Only 47 adolescents or 15.4 percent "disagreed" or "strongly disagreed" with this statement. To the statement regarding a woman working so that her family could have the things that they need, only 222 adolescents or 72.9 percent "agreed" or "strongly agreed" with this. This is a decrease of 11.5 percent when compared to a woman working when financial difficulty existed in the home. Those opposed to statement 11 totaled 26.9 percent or 82 responses of the total sample.

It would have been very interesting, regarding these statements, to see how the introduction of the factor of children at home when there was a financial difficulty or need would have altered the statement. This was not included in the Adams study, however, so it was not included in the Kearns study. Had this been done, this factor may have altered the positive nature of these findings.

The next two related statements, 8 and 12, sampled the attitudes of the adolescents on the subject of a woman working for personal satisfaction. For personal satisfaction, the adolescents felt that

It was all right for a woman to work. Here again, the statements contained nothing relative to the fact of children being in the home. To statements 8, 247 adolescents of 81.1 percent "agreed" or "strongly agreed." Only 18.7 percent "disagreed" or "strongly disagreed" to this statement. It was interesting to note that only 1.3 percent or 4 students from the sample strongly "disagreed" with the statement. With statement 12, 242 adolescents or 79.5 percent "agreed." There were only 15.4 percent who "strongly agreed" with this statement as compared to 30.2 percent who "strongly agreed" with statement 8. The difference in the wording of these two statements may have caused this. Only 62 adolescents or 20.3 percent "disagreed" or "strongly disagreed." Again, only 1.3 percent or 4 students strongly disagreed with statement 12. The adolescents in this study were as accepting of employment for personal reasons as they were for economic need.

Statements 9 and 13 deal with the area of the working woman and community service. There was a surprising difference in the way the students looked at these two related statements. The students were in agreement with these statements, but fewer students were in agreement with statement 13 than they were for statement 9. To statement 9, "A woman who has professional training should be able to work when her services are needed," 268 students or 88.0 percent "agreed" or "strongly agreed." Only 36 students or 11.8 percent "disagreed" or "strongly disagreed."

Statement 13 had the same general thought, but its wording may have been the factor as to why fewer students "agreed" with its proposals. Statement 13 read, "If there is a shortage of trained people in the community, such as nurses and teachers, a woman who has the

needed training has a responsibility to go to work." Only 51.2 percent of the students or 156 total count "agreed" or "strongly agreed." There was 48.6 percent of the students that "disagreed" or "strongly disagreed." The factor of a choice in the matter, statement 9, as opposed to the factor of duty or responsibility to work, may have been the reason for the drastic difference of opinion in these two statements.

The last area to be considered was that of nurturance. This basic idea was contained in questions 10 and 14. Apparently, these adolescents did not feel that employment is one way that a woman can commonly function for the family. Exactly 59.0 percent or 181 students rejected the idea of a family being helped in this way. Only 40.9 percent of the students agreed to question 10. Exactly 66.6 percent or 203 students "disagreed" or "strongly disagreed" that being employed is one of the ways a woman can "take care" of her family.

Only 33.2 percent of the adolescents were willing to agree in any way to question 14. Under this heading, the majority of these adolescents seemed to feel that employment would not help the family unit. The pattern of rejection in this area is quite a contrast to the areas of financial difficulties, personal satisfaction, and community service. The area of nurturance represents the only negative rejection in these four areas. The reasons for this rejection may be as Roy (1961) pointed out when he reported that children of employed mothers do more household tasks than children of nonemployed mothers. Their rejection may have also been because of such mothers or the busy hustle-bustle atmosphere that a working mother may create as previously stated by

Mathews (1934). Mathews found that because of these reasons, only 40 percent of working mothers' children favored a mother working outside of the home.

It might be noted at this time that of the total sample of 304 "blue collar" adolescents from intact homes, 78.2 percent or 238 of the students "agreed" or "strongly agreed" to the statement found in Part I of the questionnaire, "Compared to other families I know, I think my family is happier than most other families." A scant 21.6 percent or only 66 students "disagreed" or "strongly disagreed" with this statement. To the statement, "The kind of discipline my parents use in our home is about the way I would like it to be," 221 students or 72.6 percent "agreed" or "strongly agreed." Over one-third of this percentage or 25.6 percent was recorded in the "strongly agree" column. Only 27.2 percent of the students "disagreed" to this statement. Out of this, only 18 students "strongly disagreed." There is no way of knowing whether the adolescent's attitudes toward family happiness and discipline has anything to do with the working of his mother because no specific questions of this nature were included in the questionnaire. It would be interesting to see if this may have been one of the reasons the "blue collar" adolescents marked the two questions dealing with nurturance the way they did.

Kearns study--Adams study

Out of the 14 statements asked on the questionnaire, the adolescents in the Kearns study marked ten statements in a positive way and four statements in a negative way. This was exactly the same way that the rural adolescents responded. Even though basic directional agreements

appeared between the two studies, significant differences were found between the attitudes of the "blue collar" adolescents and the attitudes of the rural adolescents. These differences appear in Table 2, page 39.

It should be noted at this time, in regards to Table 2 and all subsequent tables in this study, with respect to chi-square calculations, any positive or negative column that contained under five responses was added to its related column to enable calculations to be made.

From Table 2, it can be seen that the "blue collar" adolescents have a tendency of being somewhat more conservative when compared to the rural adolescents. They tend to be a little more negative towards each statement. With respect to the 14 statements and the 4 composite scores, the "blue collar" adolescents averaged 6.96 percent below the scores posted by the rural adolescents.

The chi-square differences appearing in Table 2 are a direct result of this marked difference in overall scores as recorded between the two groups.

Out of the 14 statements and 4 composite scores being tested, a significant difference appears between the "blue collar" group and the rural group to 8 statements. Even though this is not a majority of the statements, it does indicate that there are some real differences between rural adolescents and "blue collar" adolescents with respect toward the working mother.

The "blue collar" adolescents were not as positive toward all statements as a whole as were the rural adolescents. The directional position of each statement with respect to being either positive or negative was identical in both studies except in the composite score

Table 2. χ^2 difference between "blue collar" adolescents and rural adolescents with regards to total responses indicating attitudes toward the employment of women. N for "blue collar" = 304. N for "rural" = 336.

Item	Adolescent Group	Strongly Agree #	Agree %	Agree #	Agree %	Disagree #	Disagree %	Strongly Disagree #	Strongly Disagree %	Degrees of Freedom	χ^2	Significance Level
1	Blue Collar	197	64.8	99	32.5	7	2.3	1	0.3			
	Rural	196	58.3	137	40.7	2	.6	1	0.4			
2	Blue Collar	97	31.9	145	47.6	36	11.8	26	8.5	3	9.12	Beyond .05
	Rural	87	25.9	193	57.4	41	12.2	15	4.5			
3	Blue Collar	6	1.9	29	9.5	132	43.4	137	45.0			
	Rural	2	.6	23	6.8	158	47.0	153	45.0			
4	Blue Collar	18	5.9	98	32.2	115	37.8	73	24.0			
	Rural	16	4.8	100	29.8	159	47.3	61	18.1			
5	Blue Collar	44	14.4	167	54.9	62	20.3	31	10.1	3	8.31	Beyond .05
	Rural	35	10.4	220	65.5	59	17.6	22	6.5			
6	Blue Collar	113	37.1	165	54.2	17	5.5	9	2.9	2	6.63	Beyond .05
	Rural	102	30.4	215	64.0	17	5.1	2	.5			
7	Blue Collar	64	21.0	193	63.4	38	12.5	9	2.9			
	Rural	83	24.7	223	66.4	23	6.8	7	2.1			
8	Blue Collar	92	30.2	155	50.9	53	17.4	4	1.3	3	7.95	Beyond .05
	Rural	94	28.0	203	60.4	33	9.8	6	1.8			

Table 2. Continued

Item	Adolescent Group	Strongly Agree #	Agree % #	Disagree % #	Strongly Disagree % #	Degrees of Freedom	χ^2	Significance Level
9	Blue Collar	72	23.6 196	64.4 35	11.5 1	0.3		
	Rural	96	28.6 214	63.7 22	6.5 4	1.2		
10	Blue Collar	16	5.2 107	35.1 134	44.0 47	15.4		
	Rural	20	6.0 131	39.0 143	42.5 42	12.0		
11	Blue Collar	34	11.1 188	61.8 67	22.0 15	4.9		
	Rural	48	14.3 225	67.0 54	16.0 9	2.7		
12	Blue Collar	47	15.4 195	64.1 58	19.0 4	1.3	2	11.99
	Rural	66	19.6 225	67.0 40	11.9 5	1.5		Beyond .01
13	Blue Collar	25	8.2 131	43.0 130	42.7 18	5.9	3	10.27
	Rural	42	12.5 169	50.3 114	33.9 11	3.3		Beyond .02
14	Blue Collar	7	2.3 94	30.9 145	47.6 58	19.0		
	Rural	19	5.7 114	33.9 141	42.0 62	18.4		
15*	Blue Collar	68	22.3 196	64.4 38	12.5 2	0.6		
	Rural	92	27.4 217	64.6 26	7.7 1	0.3		
16*	Blue Collar	95	31.2 172	56.5 36	11.8 1	0.3	2	7.74
	Rural	109	32.4 207	61.6 19	5.7 1	0.3		Beyond .05
17*	Blue Collar	47	15.4 220	72.3 37	12.1 0	0.0	2	15.33
	Rural	86	25.6 230	68.4 19	5.6 1	0.3		Beyond .001
18*	Blue Collar	15	4.9 124	40.7 137	45.0 28	9.2		
	Rural	22	6.5 150	44.6 135	40.2 29	8.7		

* Items 15, 16, 17, and 18 are composite scores. Item 15 = composite score for statements 7 and 11; item 16 = composite score for statements 8 and 12; item 17 = composite score for statements 9 and 13; and, item 18 = composite score for statements 10 and 14.

of statements 10 and 14. The rural sample marked this in a positive way, while the composite score of the "blue collar" adolescent responded in a negative way.

The findings of this section tend to support hypothesis number 3 in that the attitudes of the adolescent from the "blue collar" environment are different from those of adolescents in a rural setting. The attitudes of both rural and "blue collar" students are directionally the same, but tend in all cases, except one, to be more negative towards the working mother on the part of the "blue collar" adolescents.

Employment Status of the Mother

This section will deal with the attitudes of adolescents toward the employment of women with respect to general statements found in Part I of the questionnaire. From the total sample of 304 adolescents, whose backgrounds are that of "blue collar," intact home; a total of 152 adolescents had mothers that were not employed outside of the home.

Of the 152 working mothers, 107 were employed full-time and 45 were employed part-time. This represents 70.3 percent of the mothers being employed full-time and 29.6 percent engaged in part-time employment outside the home.

It was interesting to note that of the 152 mothers that worked either full or part-time, only 4.5 percent, or a total of only 7 mothers were professionally employed. A total of 145 mothers or 95.3 percent were employed in some type of nonprofessional job. Because of such a shortage of professional working mothers in the sample, no

statistical computations were computed to check the findings of Jones, Lundsteen, and Michael (1967), or of those of Von Mering (1952 and 1955). Obviously, professionally employed mothers are very infrequently found in blue collar families, as would be expected.

More of the adolescents whose mothers were not employed worked either full or part-time during the summer than did the adolescents whose mothers were employed. A total of 102 students or 67.0 percent of the adolescents who were from a home where the mother was not employed, had worked full or part-time during the summer months. Compared this to the adolescents whose mothers were employed, only 93 students or 61.1 percent had worked during the summer. When asked how many did not work during the summer, 59 students or 38.8 percent whose mothers were employed, checked the answer "no."

From the adolescents with employed mothers, a total of 68 students or 44.7 percent were currently holding down a full or part-time job. From the sample of students whose mothers were not employed, only 63 students or 41.4 percent were currently employed. These figures represent an interesting change. During the summer, more of the students from a home where the mother is not employed, work full or part-time than do the adolescents whose mothers are employed. During the school year there is a direct reversal of this. More adolescents work full or part-time who have working mothers than do those whose mothers are not employed. The percentage in difference to these two situations is only slight, but a marked change does appear.

Dealing with the order of family rank by children, in comparison to the students whose mothers worked, 37 students or 24.3 percent checked that they were the oldest child in their family. Only 9

students or 5.9 percent constituted the group category of the youngest child. The greatest number were classified as "in between," with a total of 106 students or 69.7 percent checking this category. Comparing this to the students of nonworking mothers, a total of 49 students or 32.2 percent were the oldest child, 20 students or 13.1 percent were the youngest and only 83 students or 54.6 percent were in between. The general order for both groups was exactly the same with more students checking "in between." This was followed by oldest child and then youngest child.

Adolescents of employed and nonemployed mothers were supportive of each other in one area of Part I of the questionnaire. When asked if they thought their family was happier than most families, both groups checked either the "agree" or "strongly agree" columns. The adolescents with employed mothers recorded 76.9 percent responses in the positive columns and only 35 students out of the total 152 or 23.0 percent "disagreed" or "strongly disagreed" to the statement. From the adolescents of nonemployed mothers, almost the exact same findings occurred. Their responses were recorded in the following way: 79.5 percent "agreed" or "strongly agreed" that their family is happier than most and only 20.3 percent "disagreed" or "strongly disagreed." A difference of only 2.6 percent is represented between the two groups in the two positive columns and is in favor of the adolescent whose mother is not employed. From these findings, it would appear that the adolescent from a home where the mother is not employed is only slightly happier with his family than is the adolescent from a home where the mother works. One noted thing does appear, however, and that is that

the adolescent from a "blue collar" background generally regards his family as being a very happy one when compared to other families that he knows.

When compared on the subject of parental discipline, both groups viewed this matter almost exactly the same. The adolescents whose mothers were employed recorded a total of 113 responses or 74.2 percent of the total as being in agreement that the parental discipline was all right in their home. It was interesting to note that 26.9 percent of these responses were placed in the "strongly agree" column. Only 39 students or 25.5 percent of the total sample "disagreed" with the statement. A total of 71.0 percent or 108 students whose mothers are not employed "agreed" with the statement. In this group, more disagreed when 44 adolescents checked either "disagree" or "strongly disagree." Even though no level of significance appears between the two groups, it does represent 3.2 percent more of the adolescents with working mothers agreeing to the statement over the other group. These findings tend to disagree with those reported by Burchinal and Lowell (1959). They stated that the home in which the mother works tends to prefer slightly stricter disciplinary methods than the home where the mother does not work. However, according to this study, the adolescents with working mothers did not seem to feel that they were being disciplined in a strict manner. Almost 75 percent of the general population of "blue collar" adolescents are very happy with the type of discipline that they receive in their homes. When the matters of family happiness and discipline were compared to the original sample of 504 students, before any deletions were made, the exact same trends

and findings appeared. The majority of adolescents in this study seem to have positive feelings towards their general home situations.

Some very interesting findings appeared for the data under Part II of the questionnaire. It was interesting to note the similarity in answers between the adolescents with nonworking mothers and those of the adolescents whose mothers worked. Out of 14 statements under Part II, 10 of them were marked very similar to each other in their positive or negative aspects as well as to the total count for agree or disagree. Four of the statements showed marked contrasts, reversals, or differences in total numbers per blank and a significant difference was calculated between 8 of the 4 total statements and 4 composite scores. All the data relevant to Part II of the questionnaire appears in Table 3, page 46.

Dealing with the subject of work after completion of a woman's education and before marriage, both sets of adolescents unanimously agreed with this statement. A total of 147 students with working mothers "agreed" or "strongly agreed" with this statement. Out of this total, 97 "strongly agree." Only 5 students disagreed out of the entire 152. These figures are almost identical to the responses recorded by the adolescents whose mothers do not work. Out of the 152 students in this bracket, 149 "agreed" or "strongly agreed." Only two students "disagreed" and one student "strongly disagreed." This general pattern of similar responses, both of a positive or a negative side, held true on 10 of the 14 statements.

Both groups of adolescents agreed that a woman could work after marriage and before the arrival of the first child. A difference of only four responses appeared when the totals of agree and strongly

Table 3. "Blue collar" adolescents whose mothers are employed compared to "blue collar" adolescents whose mothers are nonemployed with respect to their attitudes toward the employment of women. N = 304 152 employed 152 nonemployed

Item	Working Status of Mother	Strongly Agree		Agree		Disagree		Strongly Disagree		Degrees of Freedom	X ²	Significance Level
		#	%	#	%	#	%	#	%			
1	Employed	97	63.8	50	32.8	5	3.2	0	0.0			
	Nonemployed	100	65.7	49	32.2	2	1.3	1	0.6			
2	Employed	46	30.2	77	50.6	16	10.5	13	8.5			
	Nonemployed	51	33.5	68	44.7	20	13.1	13	8.5			
3	Employed	4	2.6	16	10.5	69	45.3	63	41.4			
	Nonemployed	2	1.3	13	8.5	63	41.4	74	48.6			
4	Employed	11	7.2	56	36.8	56	36.8	29	19.0			
	Nonemployed	7	4.6	42	27.6	59	38.8	44	28.9			
5	Employed	23	15.1	102	67.1	18	11.8	9	5.9	3	24.28	Exceeds .001
	Nonemployed	21	13.8	65	42.7	44	28.9	22	14.4			
6	Employed	60	39.4	83	54.6	5	3.2	4	2.6			
	Nonemployed	53	34.8	82	53.9	12	7.8	5	3.2			
7	Employed	41	26.9	96	63.1	12	7.8	3	1.9	2	11.20	Exceeds .01
	Nonemployed	23	15.1	97	63.8	26	17.1	6	3.9			
8	Employed	52	34.2	75	49.3	23	15.1	2	1.3			
	Nonemployed	40	26.3	80	52.6	30	19.7	2	1.3			
9	Employed	40	26.3	93	61.1	18	11.8	1	0.6			
	Nonemployed	32	21.0	103	67.7	17	11.1	0	0.0			

Table 3. Continued

Item	Working Status of Mother	Strongly Agree		Agree		Disagree		Strongly Disagree		Degrees of Freedom	X ²	Significance Level
		#	%	#	%	#	%	#	%			
10	Employed	11	7.2	68	44.7	56	36.8	17	11.1	3	17.30	Exceeds .001
	Nonemployed	5	3.2	39	25.6	78	51.3	30	19.7			
11	Employed	24	15.7	96	63.1	27	17.7	5	3.2	3	10.02	Exceeds .02
	Nonemployed											
12	Employed	31	20.3	95	62.5	24	15.7	2	1.3	2	6.50	Exceeds .05
	Nonemployed	16	10.5	100	65.7	34	22.3	2	1.3			
13	Employed	12	7.8	60	39.4	71	46.7	9	5.9			
	Nonemployed	13	8.5	71	46.7	59	38.8	9	5.9			
14	Employed	5	3.2	58	38.1	60	39.4	29	19.0	1	9.24	Exceeds .01
	Nonemployed	2	1.3	36	23.6	85	55.9	29	19.0			
15*	Employed	47	30.9	90	59.2	15	9.8	0	0.0	2	13.74	Exceeds .001
	Nonemployed	21	13.8	106	69.7	23	15.1	2	1.3			
16*	Employed	55	36.1	81	53.2	15	9.8	1	0.6			
	Nonemployed	40	26.3	91	59.8	21	13.8	0	0.0			
17*	Employed	23	15.1	108	71.0	21	13.8	0	0.0			
	Nonemployed	24	15.7	112	73.6	16	10.5	0	0.0			
18*	Employed	11	7.2	75	49.3	54	35.5	12	7.8	3	15.38	Exceeds .01
	Nonemployed	4	2.6	49	32.2	83	54.6	16	10.5			

* Indicates the composite score.

agree were compared between the two groups. The same held true when the totals for the disagree and strongly disagree columns were compared.

With regards to a mother working with preschool children in the home, both groups of adolescents disagreed with this proposal. The adolescents whose mothers did not work were more against this statement than were the adolescents whose mothers did work. A total of 74 adolescents with nonemployed mothers checked the "strongly disagree" column as compared to 63 for the adolescents whose mothers work. When both the "disagree" and "strongly disagree" columns are combined, a difference of only five responses appears between nonworking mothers and working mothers. The five extra responses were recorded by the adolescents whose mothers do not work. This represents a difference of only 3.3 percent.

In relation to a mother working with school age children in the home, both groups disagreed that this was the best thing to do. The adolescent whose mother was not employed was somewhat more in disagreement, however, than was the adolescent with a working mother. A total of 103 students or 67.7 percent of the students with nonemployed mothers disagreed with this statement. These figures compare with only 86 students or 55.8 percent disagreeing whose mothers were employed. Using the chi-square comparison of significance, this does not represent a significant difference, but it does represent a very interesting trend.

Statement 5 was a significant one in that it represented a marked difference from the general trend of the two groups. A total of 125 students with working mothers or 82.2 percent agreed that it is

all right for a woman to work who has children in junior or senior high. Only 56.5 percent or 86 students whose mothers are not employed agreed to the statement. This represents a significant difference between these two groups. This difference is significant at the .001 level.

Nonsignificant differences were observed in the attitudes of adolescents whose mothers were employed in contrast to those whose mothers were not employed in relation to employment of the mother when the children are grown. Both groups agreed with this statement and a difference of only 5.3 percent was found. This was recorded by the students with the working mothers. The 5.3 percent represents only eight more students from this group agreeing with the statement as compared to the adolescents whose mothers did not work.

With regards to statement 7, a mother working if financial difficulties exist in the home, both groups again agreed with the statement. Most of the responses were recorded in the "agree" column by both groups and a difference of only .7 percent was recorded in this area. The students with working mothers recorded 137 responses or 90.0 percent as agreeing with the statement as compared to 120 students or 78.9 percent responses being recorded for the statement by the adolescents where the mother did not work. Under the chi-square analysis, these differences are significant at the .01 level.

The exact same trend appears with statement 11 which is the counterpart to statement 7. The adolescents whose mothers are employed are 11.8 percent more in agreement that a woman should work so that her family can have needed things, than are the adolescents whose mothers are not employed. Again, significant differences appear

between the attitudes of the adolescents. The general trend appears that the attitudes of the students with employed mothers are more in favor of employment of women than the adolescents whose mothers are not employed. The difference is significant at the .02 level.

No significant difference appears between the response to statement 8, but a significant difference does appear in relation to statement 12. They both deal with the woman working for personal reasons or because she wants to. The total responses and percentages are very close together with both groups agreeing to the statements. To question 8, 127 students whose mothers were employed or 83.5 percent, agreed with the statement. A total of 120 students whose mothers were nonemployed or 78.9 percent agreed with the statement. This represents a difference of only 4.6 percent. To statement 12, the stronger agreement is still in favor of the adolescents with working mothers, but this is only marked by a small increase over the other group. A difference of 6.6 percent appears in connection with this statement. A significant difference appears between the adolescents' degree of agreement with respect to this item, and the difference exceeds the .05 level.

Analysis of the data dealing with statements 9 and 13 reveal some very interesting facts. These two statements center on the topic of a woman being professionally trained and having her training needed in some aspect of the community. Both of the groups under comparison agreed with this statement and using total responses in both the "agree" and "strongly agree" columns, a difference of only two responses separated the two groups. A total of 133 students whose mothers work, or 87.4 percent, agreed to the statement of item 9.

With the students whose mothers do not work, 135 of them or 88.7 percent agreed to the same statement. Significance is lacking between the two groups because of the almost total agreement between them to the statement in item 9.

With respect to statement 13, a marked reversal appears. The attitudes of the adolescents with working mothers are quite negative to this statement, while the attitudes of the adolescents whose mothers do not work are very positive to the statement. The adolescents with working mothers recorded 80 responses or 52.6 percent in the "disagree" or "strongly disagree" columns. Even though the total majority of responses for the adolescents with nonemployed mothers was almost exactly the same, they recorded 84 responses or 55.2 percent in the "agree" or "strongly agree" column. The reversal of the direction of the answers is a marked one relative to the attitudes of the two groups; on the chi-square tables, it is only significant at the .70 plus level. Therefore, a marked reversal appears, but it is not a real significant difference. It is very interesting that the attitudes of the adolescents whose mothers work were very positive for statement 9, but were negative towards statement 13. The difference in phrasing between the two statements may have been the cause of this. Statement 9 uses the factor of the mother making the choice, where statement 13 states that it is the mother's responsibility to go to work.

Dealing with the topic of nurturance that is found in items 10 and 14, another marked difference between the two groups and with one group appears. From the adolescents whose mothers work, 79 of them or 51.9 percent "agreed" or "strongly agreed" to statement 10. A little over half of them seem to feel that one of the ways a woman

helps the family is to work outside the home. Of the adolescents whose mothers are not employed, 108 of them or 61.0 percent, "disagreed" or "strongly disagreed" with the statement. They seemed to feel that a mother really did not help her family by working outside of the home. This marked reversal and difference was very significant at a level greater than the .001 mark.

To statement 14, the adolescents with nonemployed mothers were still in disagreement with the basic idea of nurturance. A total of 114 students or 74.9 percent disagreed with the statement. The attitudes of the adolescents with working mothers were reversed in that they basically disagreed with this statement. They agreed to item 10, but recorded 89 responses or 58.4 percent in the "disagree" or "strongly disagree" columns of item 14. Both groups disagreed with statement 14, but the attitudes of the adolescents whose mothers are not employed seem to be more negative toward this statement. This difference is significant beyond the .01 level.

From the above findings, it will be noted that in the majority of cases, dealing with all of the statements, there are significant differences in the attitudes concerning employment of women, by the adolescents, according to the employment status of their mothers. The data further suggests that adolescents with working mothers are more supportive of employment of a woman during the various stages of the family life cycle than are the adolescents whose mothers are not currently employed. Therefore, the hypothesis, that the adolescents will be influenced by the occupation and employment history of their parents, is correct and was borne out in the statistical findings.

Kearns study-- Adams study

In comparing the findings of the Kearns study with those of the Adams study, relative to the 14 statements of Part II of the questionnaire, a problem of difference in computation and analysis is found. Pertaining to items 1 through 6, an accurate comparison can be made, but with items 7 through 14 (the area of a series of two related statements), a problem arises. Adams combined the same statement series as were combined in the Kearns study; but when she presented her data in her tables, she only listed a composite score for the two statements at hand. No findings per single statement are given in this number series.

It was found that when comparing adolescents with working mothers against adolescents whose mothers were nonemployed, sometimes their responses were the exact opposite of each other. One group would be strongly in agreement with the statement, while the other group would be strongly in disagreement with the statement. When a composite score was run on these combined topic statements, the statistical findings were no longer of a reversal nature, but were either positive or negative, not positive and negative.

In order to accurately compare the findings of this study with those of the Adams study, only the first six statements can be used. A general summation of the composite scores will be given, and differences by individual statements will be listed.

The Adams study reported that the adolescents who had employed mothers were much more supportive of employment during the stages of the family life cycle. The same trend was observed in the "blue

collar" adolescents. Comparing the Adams study with the Kearns study in relation to the employed mother against the nonemployed mother, single statements against single statements, and composite scores against composite scores, it can be seen from Table 4, page 55, that the exact same trends appear. When the rural adolescents agreed to a certain statement, so did the "blue collar" adolescents. When the rural adolescents disagreed to a statement, so did the "blue collar" adolescents. Dealing with the composite score of statements 10 and 14, the rural adolescents with nonworking mothers, disagreed with the statements and a reversal in attitudes appeared. The exact reversal to the same statements can be seen from the data of the "blue collar" adolescents. Therefore, on the whole, the adolescents from the rural area, when compared to the adolescents in an urban "blue collar" area, think about the same when it comes to general attitudes on the subject of the working mother. Significant differences appear in only three instances between the two studies. Differences were found only between the "blue collar" adolescents with nonemployed working mothers and the rural adolescents with nonemployed working mothers. No significant difference appears between the adolescents whose mothers are employed with respect to the first six statements. Differences were found between the "blue collar" adolescents and the rural adolescents with nonemployed mothers as to statements 1, 5, and 6. It is noted here, that these differences do not occur because of a directional agreement versus a disagreement, but occur only with respect to the degree of agreement or disagreement.

Table 4. "Blue collar" adolescents compared to rural adolescents as to their attitudes toward the relationship of adolescents with working mothers compared to adolescents with nonworking mothers.*** N for "blue collar" = 304, N for rural = 336

Item	B** R**	Working Status of Mothers	Strongly Agree		Agree		Disagree		Strongly Disagree		Degrees of Freedom	X ²	Significance Level
			#	%	#	%	#	%	#	%			
1	B	Employed	97	63.8	50	32.8	5	3.2	0	0.0	1	5.04	Exceeds .05
	R	Employed	78	63.9	42	34.4	2	1.6	0	0.0			
	B	Nonemployed	108	65.7	49	32.2	2	1.3	1	0.6			
	R	Nonemployed	118	55.1	95	44.4	0	0.0	0	0.0			
2	B	Employed	46	30.2	77	50.6	16	10.5	13	8.5			
	R	Employed	35	28.7	72	59.0	11	9.0	4	3.3			
	B	Nonemployed	51	33.5	68	44.7	20	13.1	13	8.5			
	R	Nonemployed	52	24.3	121	56.5	30	14.0	11	5.1			
3	B	Employed	4	2.6	16	10.5	69	54.3	63	41.4			
	R	Employed	2	1.6	13	10.7	60	49.2	47	38.5			
	B	Nonemployed	2	1.3	13	8.5	63	41.4	74	48.6			
	R	Nonemployed	0	0.0	10	4.7	98	45.8	106	49.5			
4	B	Employed	11	7.2	56	36.8	56	36.8	29	19.0			
	R	Employed	8	6.6	44	36.1	50	41.0	20	16.4			
	B	Nonemployed	7	4.6	42	27.6	59	38.8	44	28.9			
	R	Nonemployed	8	3.7	56	26.2	109	50.9	41	19.2			
5	B	Employed	23	15.1	102	67.1	18	11.8	9	5.9	3	11.53	Exceeds .01
	R	Employed	17	13.9	91	74.6	11	9.0	3	2.5			
	B	Nonemployed	21	13.8	65	42.7	44	28.9	22	14.4			
	R	Nonemployed	18	8.4	129	60.3	48	22.4	19	8.9			

Table 4. Continued

Item	B** R**	Working Status of Mothers	Strongly Agree		Agree		Disagree		Strongly Disagree		Degrees of Freedom	X ²	Significance Level
			#	%	#	%	#	%	#	%			
6	B	Employed	60	39.4	83	54.6	5	3.2	4	2.6	2	9.43	.01
	R	Employed	52	42.6	66	54.1	3	2.5	1	0.8			
	B	Nonemployed	53	34.8	82	53.9	12	7.8	5	3.2			
	R	Nonemployed	50	23.4	149	69.6	14	6.5	1	0.5			
15*	B	Employed	47	30.9	90	59.2	15	9.8	0	0.0	2	8.18	.02
	R	Employed	45	36.9	75	61.5	2	1.6	0	0.0			
	B	Nonemployed	21	13.8	106	69.7	23	15.1	2	1.3			
	R	Nonemployed	47	22.0	142	66.4	24	11.2	1	0.5			
16*	B	Employed	55	36.1	81	53.2	15	9.8	1	0.6	2	6.39	.05
	R	Employed	48	39.3	67	54.9	7	5.7	0	0.0			
	B	Nonemployed	40	26.3	91	59.8	21	13.8	0	0.0			
	R	Nonemployed	61	28.5	140	65.4	12	5.6	1	0.5			
17*	B	Employed	23	15.1	108	71.0	21	13.8	0	0.0	2	7.53	.05
	R	Employed	32	26.2	82	67.2	8	6.6	0	0.0			
	B	Nonemployed	24	15.7	112	73.6	16	10.5	0	0.0			
	R	Nonemployed	54	25.2	148	69.2	11	5.1	1	0.5			
18*	B	Employed	11	7.2	75	49.3	54	35.5	12	7.8			
	R	Employed	13	10.7	64	52.5	37	30.3	8	6.6			
	B	Nonemployed	4	2.6	49	32.2	83	54.6	16	10.5			
	R	Nonemployed	9	4.2	86	40.2	98	45.8	21	9.8			

* Indicates composite score ** B = "Blue Collar" R = Rural

*** Under this section, the Adams study lists only data that relates to the first six statements plus four composite scores. Therefore, a comparison of the two samples cannot be made in its entirety because of the lack of data on the following statements: 7, 8, 9, 10, 11, 12, 13, and 14.

When the composite scores of statements 7 through 14 were compared, differences appeared between the "blue collar" adolescents and the rural adolescent in four instances. From Table 4, it can be seen that these differences occur because of the degree of positive responses to the statements at hand. Even though the directional aspects of the statements, being positive or negative, were identical between the "blue collar" and rural adolescents, the "blue collar" adolescents were not as agreeing of working mothers as were the rural adolescents. With respect to each statement used for comparison, the "blue collar" adolescent registered less agreement and slightly more disagreement in each case.

The findings of this section also support hypothesis number 3 in that the attitudes of the adolescent from the "blue collar" environment are different from those of adolescents in a rural setting. The same basic attitudes appear between the "blue collar" and rural adolescents to all statements except for the fact that the "blue collar" adolescent is somewhat less in agreement with the role of the working mother than is the rural adolescent.

Sex of the Adolescent

This section looks at the attitudes of senior and sophomore males as compared to senior and sophomore females. The comparison will be one of male verses female, and not a comparison of sex and class rank. The data under comparison consists of total count per statement by male and by female students. The percentages in this section consist of an average percent of the total senior and sophomore

male percentages. The percentages per statement for the female sample were calculated in exactly the same manner.

From the total sample of 304 "blue collar" (intact family) adolescents, 158 of this total were female and 146 were male. The female total consisted of 83 seniors and 75 sophomores. The male sample was made up of 68 seniors and 78 sophomores.

When comparing the male sample with the female sample in regards to Part I of the questionnaire, some interesting things appear. A total of 51.8 percent or 76 male adolescents had mothers who worked. From this total, 53 worked full-time and 23 were working part-time. The figures were almost identical for the female sample. There were 76 female adolescents with working mothers and 82 with mothers that were not employed. A total of 52 of the working mothers worked full-time and the remaining 24 worked part-time.

With the subject of family rank by birth, 45 male adolescents were the oldest child in their family, 14 were the youngest, and 87 were in between. This last figure represents 59.6 percent. From the total female sample, the same order appeared. Forty-one female adolescents were the oldest child in their family, 15 were the youngest in their family, and 102 or 64.4 percent were in between. The majority of the total sample were adolescents with older and younger brothers and sisters, and they were by family rank, "in between."

A very interesting thing appeared between the two groups in regards to the subjects of total family happiness and parental discipline. Both the male and female groups "agreed" that basically their family was happier than most, but the male sample was more

positive towards this statement than was the female sample. A total of 118 male adolescents "agreed" or "strongly agreed" with this statement, whereas, 120 female adolescents were positive with this statement. The male's total represented 64.7 percent for "agree" and 16.0 percent as being "strongly agreed" with this statement. The female sample represents 55.4 percent as "agreed" and 20.4 percent as "strongly agreed" with this statement.

When it came to parental discipline, the male and female groups differed only .1 of a percent. A total of 72.7 percent of the male sample "agreed" or "strongly agreed." The female sample represents 72.6 percent of the adolescents agreeing or strongly agreeing with the statement.

It was hypothesized that attitudes toward the employment of women would be influenced by the sex of the adolescents from "blue collar" families. The findings relative to Part II of the questionnaire backs up this and appears in Table 5, page 60. Looking at all 14 statements that deal with the employment of women, plus the composite scores of statements 7 and 11, 8 and 12, 9 and 13, and 10 and 14, the female adolescents were in a greater agreement or disagreement with the majority of the statements as were the male adolescents. All 14 statements, plus the composite series of four statements, were used to check this particular hypothesis. Because of the difference of 12 or more female students in the sample over the male sample, a statistical comparison of total count was not accurate enough to be used in determining which groups' attitudes favored or rejected the working mother. This was corrected by using

Table 5. Differences in attitudes concerning the employment of women as it relates to the sex of the adolescent, male compared to female. N = 304: 146 male, 158 female

Item	Sex	Strongly Agree		Agree		Disagree		Strongly Disagree		χ^2	Significance Level	Degrees of Freedom
		#	%	#	%	#	%	#	%			
1	M	63	43.5	75	51.9	6	4.0	1	0.6	53.4	Greatly exceeds .001	1
	F	134	84.6	23	14.7	1	1.3	0	0.0			
2	M	33	22.8	78	53.2	21	14.3	14	9.5	11.4	.01	3
	F	64	40.3	67	42.4	15	9.6	12	7.6			
3	M	4	2.7	16	10.6	64	43.6	62	42.9			
	F	2	1.3	13	8.3	68	43.4	75	46.9			
4	M	8	5.5	48	32.6	59	40.1	31	21.6			
	F	10	6.5	50	31.7	56	35.3	42	26.3			
5	M	18	12.4	89	60.0	25	17.4	14	9.9			
	F	26	16.8	78	49.5	37	22.9	17	10.7			
6	M	41	28.3	86	58.6	12	8.2	7	4.8	7.0	.01	1
	F	72	45.3	79	50.2	5	3.1	2	1.3			
7	M	23	15.7	88	59.9	28	19.2	7	5.0	18.11	Exceeds .001	3
	F	41	26.1	105	66.0	10	6.4	2	1.3			
8	M	45	30.6	72	49.3	25	17.2	4	2.8			
	F	47	29.7	83	52.6	28	17.7	0	0.0			
9	M	33	22.6	91	62.3	21	14.3	1	0.6			
	F	39	24.7	105	66.3	14	8.8	0	0.0			

Table 5. Continued

Item	Sex	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Significance Level	Degrees of Freedom
		#	%	#	%	#	%	#	%			
10	M	7	4.8	52	35.2	67	46.0	20	13.7			
	F	9	5.7	55	35.3	67	41.9	27	17.0			
11	M	16	11.0	84	56.8	40	27.7	6	4.4			
	F	18	11.4	104	66.2	27	16.8	9	5.5			
12	M	26	17.9	91	61.9	26	18.1	3	1.9			
	F	21	13.5	104	65.8	32	20.0	1	0.6			
13	M	15	10.6	57	39.1	65	43.9	9	6.3			
	F	10	6.4	74	47.0	65	41.0	9	5.7			
14	M	4	2.6	52	35.7	65	44.3	25	17.3			
	F	3	2.0	42	26.5	80	50.7	33	20.7			
15*	M	26	17.8	95	64.7	24	16.7	1	0.7	5.96	.05	2
	F	42	26.7	101	62.7	14	8.8	1	0.7			
16*	M	48	32.8	80	54.4	17	12.0	1	0.6			
	F	47	29.9	92	58.1	19	11.9	0	0.0			
17*	M	22	15.2	104	71.1	20	13.5	0	0.0			
	F	25	15.8	116	73.5	17	10.6	0	0.0			
18*	M	9	6.1	57	38.8	68	46.7	12	8.3			
	F	6	3.8	67	42.7	69	43.3	16	10.1			

*Indicates composite scores

the combined percentages for the questions marked in a positive way and for those marked in a negative way. The percentages were then compared between the male group and the female group. With this procedure just outlined, it was determined that the female sample was more supportive of the role of the working mother than was the male sample. A total of nine statements showed higher percentages, either of a positive or negative aspect, in favor of the female sample. There were only four statements where the percentages favored male sample. The direction of the statements, either positive or negative, was exactly the same between both groups on all statements except one. Statement 13 showed a difference in opinion between the two groups, with the females agreeing with the statement and the males disagreeing.

With regards to a woman working before she is married, both groups were supportive of this. Exactly 95.4 percent of the male sample "agreed" with statement 1. From the female sample, a total of 98.3 percent "agreed" with the statement. It was interesting to note that 84.6 percent of the females "strongly agreed" as compared to only 43.5 percent of the males. With respect to whether they strongly agreed with the statement, the differences between the two sexes were very significant at the 0.001 level.

A significant difference of 0.01 was also found in the males' and females' attitudes concerning employment for women after marriage. A total of 82.7 percent of the females "agreed" with statement 2. Of this total, 40.3 percent marked the "strongly agree" column. Only 17.2 percent of the female sample "disagreed." It was interesting

to note that 7.6 percent or 12 students "strongly disagreed" with the statement. With regards to the male sample, only 76.0 percent "agreed" with the statement and of this, only 22.8 percent were "strongly agreed." A total of 9.5 percent "strongly disagreed" with statement 2. The females were more in favor of the statement than were the males.

Statement 3 represents a drastic switch in the overall trends of the data. Once there were children in the home, both samples rejected the statement and indicated that the mother's place was now in the home. The female sample recorded 90.3 percent disagreement with statement 3. Interestingly enough, 46.9 percent marked the "strongly disagree" column. Only 9.6 percent of the female sample even agreed with this statement. The rejection to the statement by the females was 3.8 percent stronger than the recorded rejection of the males. No significant difference appears between the two samples with this statement, but it does represent one of the few times that the female sample disagreed percentage wise over the male sample. The male sample recorded 86.5 percent as being opposed with statement 3. Only 13.3 percent of the males "agreed" with the statement. There were 3.7 percent more in agreement with the statement over the female sample.

With respect to statement 4, both the male and female samples voiced negative attitudes towards a mother with school age children (six to twelve years of age) working. Their responses by percentages were very similar and no significant difference appears between the male and female sample. The female sample recorded 61.6 percent as

being "disagreed" or "strongly disagreed." The male sample was almost exactly the same, with 61.7 percent "disagreeing" with statement 4. When the percentages in the "strongly disagree" column were compared, the females were 4.7 percent ahead of the male sample in disagreement. But, when the disagree columns were compared, the males were 4.8 percent in more disagreement than were the females.

In regards to statements 5 and 6, there is a great similarity in the responses of male and female adolescents concerning employment of women when there are children of junior or senior high age in the home or when the children have left home. As the age of the children in the home increases, the acceptance of employment for the mother also increases. To item 5, 66.3 percent of the female sample "agreed" or "strongly agreed" in favor of a mother working with children in the home who were of junior or senior high age. The male sample also agreed with the statement, but more so. They recorded 72.4 percent agreement for a mother working under these circumstances. This is a difference of 6.1 percent more agreement for the male sample than for the female sample. This is somewhat of a strange happening when looked at in the aspect of the whole questionnaire. Most of the time the female sample lead the male sample in agreement of the role of the working mother.

With statement 6, came a marked increase in percentage in favor of a woman working whose children were grown and had left the home. The female sample recorded on 4.4 percent being opposed to this and 95.5 percent in agreement. The male sample was not quite so agreeable with the statement with 13 percent being opposed and only 86.9

percent in agreement. The female sample certainly favored the terms of item 6 and felt that once the children were gone, the woman should be able to work if she so desired. The male sample agreed, but were somewhat more conservative about this statement. The difference in attitudes between the two groups was significant at the .01 level.

With regards to statements 7 and 11, both the female and male samples agreed with the economic aspects of the statements. In both cases, the females recorded a higher percentage in favor of a woman working either because of financial difficulties in the family, or to work so that her family could have the things that they needed. It was interesting to find a marked decrease in percentages recorded by both groups with relation to statement 7. The term "financial difficulty" in item 7 may have been a more important term to the "blue collar" adolescent than was the term "work so that her family can have the things they need" in statement 11. With item 7, the female sample recorded 92.1 percent as "agreeing" or "strongly agreeing." The male sample was not quite as positive about this and only recorded 75.6 percent for the affirmative. The difference between the two groups was significant at the 0.001 level. A total of 24.2 percent of the males disagreed with this statement as compared with only 7.7 percent of the female sample.

Statement 11 showed no significant difference between the two groups, but it did show a marked increase in disagreement in both groups. Instead of a female disagreement of 7.7 percent as in statement 7, the female sample recorded a 22.3 percent disagreement, with 77.6 percent in agreement. The male sample went from a disagreement

percentage of 24.2 percent in statement 7 to a 32.0 percent disagreement in statement 11. Only 67.8 percent of the males agreed to statement 11. When the composite score of these two items is compared, the female sample is 89.4 percent in agreement, with the male sample close behind with 82.5 percent in agreement.

Statements 8 and 12 were also marked in the affirmative by both groups. They both favored a woman working for personal satisfaction. To statement 8, the females responded with 82.3 percent of their total agreeing or strongly agreeing. The male sample was close behind with 79.9 percent of their total in agreement. With respect to statement 12, the males were more in agreement with a woman working if it is personally satisfying to her, than were the females. A total of 79.8 percent of the male sample agreed with statement 11 and only 79.3 percent of the female sample agreed. With respect to both questions, the male attitudes seemed to almost be constant, while the female attitudes fluctuated slightly. No significant difference appeared between the two groups, however, with respect to items 8 and 12. The composite score was almost exactly the same with 88.0 percent affirmative being recorded by the females and 87.2 percent being in agreement, recorded by the males.

Statements 9 and 13 had no significant difference between the female and male samples, but a difference of attitudes between male and female was noted. With regards to statement 9 and its related topic of community service, both samples were in favor of the statement. The females recorded 91.0 percent in the affirmative and the male sample recorded 84.9 percent as agreeing or strongly agreeing.

When it came to statement 13, only 53.4 percent of the female sample agreed or strongly agreed. A marked increase in negativism seems connected with statement 13 on the part of both samples. The male sample represented a reversal from that of the female sample, with 50.2 percent in disagreement of professionally trained mothers working if there was a shortage of trained people in the community.

To statements 10 and 14, and the subject of nurturance, both the female and male samples disagreed with both statements. They both seemed to feel that being employed is not one of the ways that a mother takes care or helps her family. A total of 58.9 percent of the female sample disagreed with statement 10. The male sample was almost identical with the female sample in regards to statement 10. They recorded 59.7 percent in the "disagree" and "strongly disagree" columns. Both samples seemed to have about the same attitudes with respect to statement 10.

With regards to statement 14, for some reason, the female sample seemed more negative to the fact that to be employed is one of the ways a woman can take care of her family. The female sample recorded 71.4 percent as being opposed with the statement as compared with only 61.6 percent disagreement recorded for the male sample. It is interesting to note that the female sample agreed or strongly agreed with the economic, personal satisfaction, or community service statement, but rejected both statements dealing with nurturance. The male sample, on the other hand, agreed with both statements dealing with economic and personal satisfaction and with one of the statements dealing with community service. They rejected the other statement

about community service and both statements dealing with nurturance. It should be noted that with respect to statements 10 and 14, no significant difference can be calculated between the female and male sample. The composite scores of items 10 and 14 seem to alter the real findings. The composite score for the females was 53.4 percent disagreeing; and for the males, it appeared they are more opposed to the two statements because their composite score was 55.0 percent. Because of the discrepancy in the composite scores over the scores per statement, little validity can be placed on the composite score. The composite scores are accurate, but tend to warp the true findings of each statement and to alter the general trend and degree of percentages.

It can be seen that a significant difference appears between the male sample and the female sample with only four of the fourteen statements and with one of the composite scores. In each of these five cases, the female sample was much more in agreement with the statements than were the males. In regards to the other 10 statements and three composite scores, the findings clearly show that the female adolescents were more supportive of the working mother than were the male adolescents. Even though few significant differences appeared between the two sexes, the total percentages in agreement favor the female sample. The directional flow of being either negative or positive was exactly the same between both sexes, the total percentages in agreement favor the female sample. The directional flow of being either negative or positive was exactly the same between both sexes in regards to all statements. Both groups disagreed with statements 3, 4, 10,

and 14 and agreed with the rest of the statements. The main difference between the sexes was that the females' attitudes were more supportive of the role of the working mother, whereas, the male sample recorded a somewhat more negative response to most of the statements.

It was hypothesized that the attitudes toward the employment of a woman would be influenced by the sex of the adolescents of the "blue collar" family. The findings in this section tend to support this hypothesis, with the females being more positive toward the working mother.

Kearns study--Adams study

A comparison can be made between the two studies of only statements 1 through 6 and of the four composite scores. Under the topic of sex of the adolescents, the Adams study gives no data per statement in regards to items 7 through 14. Taking the female sample from the "blue collar" adolescents and comparing it with the rural female sample, significant differences appear between the two groups with only two statements and with two of the composite statements. These differences occur with respect to statements 2 and 5 and to composite statements 8 and 12, and 9 and 13. The chi-square findings, plus all other data, appears in Table 6, page 70. In all four cases of significant differences, the rural female adolescents recorded higher percentages of a positive or a negative nature than did the "blue collar" female adolescent.

The rural female adolescent is more supportive of the role of the working mother than is the "blue collar" female adolescent. The rural sample recorded 53.0 percent as agreeing with the statements,

Table 6. "Blue collar" adolescents compared to rural adolescents as to attitudes toward the working mother when viewed as to the sex of the adolescents. N for "blue collar" = 304, N for rural = 336

Item	B** R**	Sex	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Significance Level	Degrees of Freedom
			#	%	#	%	#	%	#	%			
1	B	M	63	43.5	76	51.9	6	4.0	1	0.6			
	R	M	79	41.8	107	56.6	1	1.6	0	0.0			
	B	F	134	84.6	23	14.7	1	1.3	0	0.0			
	R	F	117	79.6	30	20.4	0	0.0	0	0.0			
2	B	M	33	22.8	78	53.2	21	14.3	14	9.5	7.82	.05	3
	R	M	27	14.3	117	61.9	33	17.5	12	6.3			
	B	F	64	40.3	67	42.4	15	9.6	12	7.6			
	R	F	60	40.8	76	51.7	8	5.4	3	2.1			
3	B	M	4	2.7	16	10.6	64	43.6	62	42.9			
	R	M	2	1.0	11	5.8	100	52.9	76	40.2			
	B	F	2	1.3	13	8.3	68	43.4	75	46.9			
	R	F	0	0.0	12	8.2	58	39.5	77	52.3			
4	B	M	8	5.5	48	32.6	59	40.1	31	21.6			
	R	M	9	4.8	55	29.1	89	47.1	36	19.0			
	B	F	10	6.5	50	31.7	56	35.3	42	26.3			
	R	F	7	4.8	45	30.6	70	47.6	25	17.0			
5	B	M	18	12.4	89	60.0	25	17.4	14	9.9	9.11	Beyond .05	3
	R	M	17	9.0	123	65.1	35	18.5	14	7.4			
	B	F	26	16.8	78	49.5	37	22.9	17	10.7			
	R	F	18	12.2	97	66.0	24	16.3	8	5.5			

Table 6. Continued

Item	B** R**	Sex	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Significance Level	Degrees of Freedom
			#	%	#	%	#	%	#	%			
6	B	M	41	28.3	86	58.6	12	8.2	7	4.8			
	R	M	37	19.6	135	71.4	15	8.0	2	1.0			
	B	F	72	45.3	79	50.2	5	3.1	2	1.3			
	R	F	65	44.2	80	54.4	2	1.4	0	0.0			
15*	B	M	26	17.8	95	64.7	24	16.7	1	00.7			
	R	M	43	22.8	125	66.1	20	10.6	1	0.5			
	B	F	42	26.7	101	62.7	14	8.8	1	0.7			
	R	F	49	33.3	92	62.6	6	4.1	0	0.0			
16*	B	M	48	32.8	80	54.4	17	12.0	1	0.6	6.31	.05	2
	R	M	44	23.3	129	68.3	16	8.4	0	0.0			
	B	F	47	29.9	92	58.1	19	11.9	0	0.0	13.49	Exceeds .01	2
	R	F	65	44.2	78	53.1	3	2.1	1	0.6			
17*	B	M	22	15.2	104	71.1	20	13.5	0	0.0	7.42	Beyond .05	2
	R	M	46	24.3	130	68.8	12	6.4	1	0.5			
	B	F	25	15.8	116	73.5	17	10.6	0	0.0	8.47	Beyond .02	2
	R	F	40	27.2	100	68.0	7	4.8	0	0.0			
18*	B	M	9	6.1	57	38.8	68	46.7	12	8.3			
	R	M	9	4.8	85	44.8	75	39.7	20	10.7			
	B	F	6	3.8	67	42.7	69	43.3	16	10.1			
	R	F	13	8.8	65	44.2	60	40.8	9	6.2			

* Indicates composite scores

but the "blue collar" females recorded 53.4 percent as being opposed to the statements. It appears, generally, with the exception of the composite score of statements 10 and 14, that the attitudes of the "blue collar" female adolescents and the rural female adolescents are basically the same with regards to the role of the working mother except for the fact that the rural female adolescent percentages are somewhat higher for both agreement and disagreement with the statements.

The "blue collar" male sample seemed to have the same attitudes as those recorded for the rural male adolescents. Both male samples agreed with statements 1, 2, 5, and 6 and to the composite scores of statements 7 and 11, 8 and 12, and 9 and 13. Both male samples disagreed with statements 3, 4, and with the composite score of statements 10 and 14. Here again, the rural male sample recorded higher percentages as either being in agreement or disagreement with all statements except with the composite statements 10 and 14. The "blue collar" male adolescent disagreed with statements 10 and 14 by 4.6 percent over the disagreement recorded by the rural male adolescents. No significant difference appears between the "blue collar" adolescents and the rural adolescents in regards to statements 1 through 6, but significant differences do appear with statements 8 and 12, and 9 and 13 (items 16 and 17).

It was hypothesized that the attitudes of the adolescents from the "blue collar" environment would be different from those of the adolescents from a rural environment. When the sex of the adolescents were used as a comparison, the findings supported this hypothesis. In both cases, the female attitudes were more supportive

of the role of the working mother than were the attitudes of the males, but the rural adolescents' attitudes were more supportive, both female and male, of the role of the working mother than were the female and male attitudes of the "blue collar" adolescents. The directional flow of the groups are basically the same with respect of agreement or disagreement with the "blue collar" adolescents tending to be more negative towards the role of the working mother.

Age of the Adolescent

It was hypothesized that attitudes toward the employment of women would be influenced by the age and sex of the adolescents of the "blue collar" family. The statistical findings dealing with seniors versus sophomores discloses only three statements with significant differences between the two groups. All findings under this heading are contained in Table 7, page 71.

The significant differences appear with respect to statements 3, 5, and 11. Item 3 was disagreed with by both the seniors and sophomores, but a difference at the chi-square level of significance of 0.02 appears between the two groups. A total of 91.9 percent of the seniors disagreed that a mother should work with preschool children still in the home. A breakdown of this disagreement reveals that 53.3 percent of the 151 senior students "strongly disagreed" and 38.6 percent "disagreed. The sophomores, on the other hand, recorded 36.5 percent as "strongly disagreeing" and 48.3 percent "disagreeing" to equal a combined percentage of 84.8 percent as being opposed to the statement. A marked contrast appears between the two groups with respect to the differences of disagreement.

Another significant difference appears in connection with item 5 in respect to it being alright for a woman with children in junior or senior high school to work outside of the home. The sophomores recorded 79.6 percent as being agreed to the statement, while only 59.1 percent of the seniors were in agreement. This difference was significant at the 0.01 level. The sophomores were 20.5 percent more in favor of a woman working when her children had reached the age of attending junior or senior high school than were the seniors.

The other significant differences between the two groups appeared in connection with statement 11. A chi-square level of 0.02 was recorded for this statement. Only 65.0 percent of the senior adolescents agreed that oftentimes a woman works so that her family can have the things they need. The sophomores, on the other hand, were 15.4 percent higher than the seniors when they recorded 80.4 percent as being in agreement with the statement.

Over and above these three differences, age seemed to have no real bearing on the overall attitudes of the "blue collar" adolescents with regards to the working woman. Both groups recorded the same basic negative or positive responses to all the statements. The only exception of this was found in the composite score of statements 10 and 14 (item 18). The composite score of statements 10 and 14 disclosed that 59.5 percent of the senior group disagreed with the subject of nurturance, while 51.1 percent of the sophomore group agreed with the subject at hand.

The senior group was made up of 151 students, while the sophomore group had 153 students. Out of the 151 seniors, 72 or 47.8 percent of them had mothers who were employed. A total of 52.2 percent

Table 7. "Blue collar" adolescent attitudes toward maternal employment by age. N = 304:
151 seniors and 153 sophomores

Item	Age	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Significance Level	Degrees of Freedom
		#	%	#	%	#	%	#	%			
1	Senior	107	68.8	42	29.7	2	1.5	0	0.0	9.93	.02	3
	Sophomore	90	59.2	57	36.9	5	3.2	1	0.6			
2	Senior	55	35.5	69	46.2	15	10.2	12	8.0			
	Sophomore	42	27.6	76	49.6	21	13.7	14	9.1			
3	Senior	2	1.5	10	6.5	58	38.6	81	53.3			
	Sophomore	4	2.6	19	12.3	74	48.3	56	36.5			
4	Senior	6	4.1	46	30.3	55	36.4	44	29.0			
	Sophomore	12	7.9	52	38.9	60	39.1	29	19.0			
5	Senior	18	12.2	71	46.9	41	26.7	21	14.2	15.56	.01	3
	Sophomore	26	17.1	96	62.5	21	14.7	10	6.6			
6	Senior	62	40.3	77	51.4	9	6.2	3	2.2			
	Sophomore	51	33.5	88	57.4	8	5.1	6	3.9			
7	Senior	30	19.5	99	67.6	16	11.4	6	4.4			
	Sophomore	34	22.4	94	61.4	22	14.3	3	1.9			
8	Senior	45	29.6	75	49.6	28	18.6	3	2.2			
	Sophomore	47	30.7	80	52.3	25	16.3	1	0.6			
9	Senior	35	23.2	99	65.3	17	11.4	0	0.0			
	Sophomore	37	24.2	97	63.4	18	11.7	1	0.6			
10	Senior	8	5.3	43	28.7	75	49.6	25	16.4			
	Sophomore	8	5.2	64	41.8	59	38.4	22	14.4			
11	Senior	18	12.0	81	53.0	40	27.0	12	7.9	10.36	.02	3
	Sophomore	16	10.5	107	69.9	27	17.5	3	1.9			

Table 7. Continued

Item	Age	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Significance Level	Degrees of Freedom
		#	%	#	%	#	%	#	%			
12	Senior	21	14.5	93	61.0	35	23.0	2	1.3			
	Sophomore	26	17.0	102	66.6	23	15.1	2	1.3			
13	Senior	14	9.8	65	42.8	61	39.9	11	7.4			
	Sophomore	11	7.2	66	43.2	69	44.9	7	4.6			
14	Senior	1	0.7	48	32.3	69	45.2	33	21.7			
	Sophomore	6	3.9	46	29.9	76	49.7	25	16.4			
15*	Senior	31	20.2	97	63.8	22	16.1	1	0.7			
	Sophomore	37	24.2	99	64.6	16	10.4	1	0.7			
16*	Senior	44	30.0	84	55.1	23	15.4	0	0.0			
	Sophomore	51	33.3	88	57.5	13	8.5	1	0.6			
17*	Senior	27	16.6	107	70.8	19	12.5	0	0.0			
	Sophomore	22	14.4	113	73.4	18	11.7	0	0.0			
18*	Senior	7	4.7	54	35.7	75	49.6	15	9.9			
	Sophomore	8	5.2	70	45.9	62	40.4	13	8.5			

* Indicates composite scores

or 79 students had mothers who were not employed. The sophomore group recorded 80 of their group or 52.2 percent had mothers who worked and 73 students or 47.7 percent had mothers who were not employed. Out of the senior group, 53 of the 72 employed mothers worked full-time and 19 of them were employed only part-time. The sophomores had 53 of their 80 mothers employed working full-time and the remaining 27 mothers worked part-time.

Dealing with family rank by children, the seniors recorded 40 of their total or 26.8 percent as being the oldest child in the family; 14 adolescents or 26.8 percent were the youngest; and 97 adolescents or 63.8 percent were in between.

When it came to family happiness and discipline, the senior group felt somewhat more positively that they had happy homes where their parents used good discipline, than was true of the sophomore group. A total of 79.6 percent of the seniors agreed that their family was happier than most families in their area, while 77.0 percent of the sophomores agreed with this statement. A total of 76.1 percent of the seniors felt that the parental discipline in their home was alright, while 69.4 percent of the sophomores agreed with the statement.

Taking the 14 statements as a whole, the senior adolescents were, by percentages, higher in agreement with 10 of the 14 statements than were the sophomore adolescents. The sophomore group tended to be a little more negative to most of the statements than were their senior counterparts. When the composite scores of 7 and 11, 8 and 12, 9 and 13, and 10 and 14 were compared, the sophomore group was a few percentage points higher with the first three

composite scores than were the seniors. A difference of opinion appears in the last composite score between both groups with 51.1 percent of the sophomores agreeing and 59.5 of the senior disagreeing. Even though a split in direction occurs, no significant difference was found.

Both groups rejected statements 3, 4, 10, and 14. They tended to feel that the mother's place is in the home where preschool children or school age children comprised part of the family unit. They also seemed to feel that a mother that works does not help her family or take care of them by working. A total of 91.9 percent of the seniors and 84.8 percent of the sophomores disagreed with statement 3. With statement 4, 65.4 percent of the seniors and 58.1 percent of the sophomores disagreed or strongly disagreed with this statement.

With statement 10, the findings showed senior disagreement to be 66.0 percent and sophomore disagreement to be 52.8 percent. The percent of disagreement was very close in connection to statement 14, with 66.9 percent of the senior and 66.1 percent of the sophomores disagreeing.

Agreement was recorded by both the senior and sophomore groups to all the other statements, with the seniors being more positive with the statements than were the sophomores.

Because of the same general trends of agreement or disagreement between the two groups and the closeness of percentages, the hypothesis that age would influence the attitudes of the "blue collar" adolescents toward the employment of a woman must be rejected. The factor of the sex of the adolescent has a greater determining factor on attitudes than does the factor of age.

Kearns study--Adams study

Under this heading, the findings and comparisons between the two groups are found in Table 8, page 80.

Adams reported only one significant difference with respect to her six statements and four composite scores. She recorded a significant difference of 0.02 with regards to statement number 2. No such differences appeared with this statement on the part of the "blue collar" adolescents. Three significant differences were found, however, with regards to the "blue collar" adolescents that were not found in the Adams study. The same general directional trend of either positive or negative responses can be noted between both the rural adolescents and the "blue collar" adolescents with only one exception. This exception appears with respect to the composite score of statements 10 and 14 (item 18). Adams' composite score reports that 53.8 percent of her seniors agreed with the two statements. The opposite appeared with the "blue collar" senior adolescents in that 59.5 percent of them disagreed. The composite score recorded by the rural sophomores to item 18 showed 52.5 percent of them as disagreeing with the terms of statements 10 and 14. The "blue collar" sophomores recorded 51.1 percent as being in agreement to the statements. Even though a directional reversal appears between the rural and "blue collar" seniors and sophomores, the differences are not significant by chi-square analysis.

As a general rule, the rural adolescents were in stronger agreement or disagreement with each statement than were the "blue collar" adolescents. The percentages recorded by the rural adolescents were always a few percentage points higher for both positive and negative

Table 8. Adolescent attitudes toward maternal employment by age and "blue collar" - rural identity.
N = 304 "Blue collar" and N = 334 Rural

Item	B** R**	Age	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Significance Level	Degrees of Freedom
			#	%	#	%	#	%	#	%			
1	B	Senior	107	68.8	42	29.7	2	1.5	0	0.0	4.06	.05	1
	R	Senior	121	61.4	76	38.6	0	0.0	0	0.0			
	B	Sophomore	90	59.2	57	36.9	5	3.2	1	0.6			
	R	Sophomore	75	54.0	62	44.6	2	1.4	0	0.0			
2	B	Senior	55	35.5	69	46.2	15	10.2	12	8.0	14.25	Exceeds .01	3
	R	Senior	53	26.9	118	59.9	23	11.7	3	1.5			
	B	Sophomore	42	27.6	76	49.6	21	13.7	14	9.1			
	R	Sophomore	34	24.5	75	54.0	18	12.9	12	8.6			
3	B	Senior	2	1.5	10	6.5	58	38.6	81	53.3			
	R	Senior	2	1.0	12	6.1	93	47.2	90	45.7			
	B	Sophomore	4	2.6	19	12.3	74	48.3	56	36.5			
	R	Sophomore	0	0.0	11	7.9	65	46.8	63	54.3			
4	B	Senior	6	4.1	46	30.3	55	36.4	44	29.0	9.11	.05	3
	R	Senior	8	4.1	56	28.4	98	49.7	35	17.8			
	B	Sophomore	12	7.9	52	38.9	60	39.1	29	19.0			
	R	Sophomore	8	5.8	44	31.7	61	43.9	26	18.7			
5	B	Senior	18	12.2	71	46.9	41	26.7	21	14.2	14.55	.01	3
	R	Senior	16	8.1	132	67.0	36	18.3	13	6.6			
	B	Sophomore	26	17.1	96	62.5	21	14.7	10	6.6			
	R	Sophomore	19	13.7	88	63.3	23	16.5	9	6.5			
6	B	Senior	62	40.3	77	51.4	9	6.2	3	2.2	8.11	.02	2
	R	Senior	57	28.9	130	66.0	8	4.1	2	2.0			
	B	Sophomore	51	33.5	88	57.4	8	5.1	6	3.9			
	R	Sophomore	45	32.4	85	61.2	9	6.5	0	0.0			

Table 8. Continued

Item	B**	Age	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Significance Level	Degrees of Freedom
			#	%	#	%	#	%	#	%			
15*	B	Senior	31	20.2	97	63.8	22	16.1	1	0.7	6.96	.05	2
	R	Senior	57	28.9	125	63.8	14	7.1	1	0.5			
	B	Sophomore	37	24.2	99	64.6	16	10.4	1	0.7			
	R	Sophomore	35	25.2	92	66.2	12	8.6	0	0.0			
16*	B	Senior	44	30.0	84	55.1	23	15.4	0	0.0			
	R	Senior	57	28.9	125	63.5	14	7.1	1	0.5			
	B	Sophomore	51	33.3	88	57.5	13	8.5	1	0.6			
	R	Sophomore	52	37.4	82	59.0	5	3.6	0	0.0			
17*	B	Senior	27	16.6	107	70.8	19	12.5	0	0.0	14.69	.001	2
	R	Senior	42	21.3	142	72.1	13	6.6	0	0.0			
	B	Sophomore	22	14.4	113	73.4	18	11.7	0	0.0			
	R	Sophomore	44	31.7	88	63.3	6	4.3	1	0.7			
18*	B	Senior	7	4.7	54	55.7	75	49.6	15	9.9			
	R	Senior	13	6.6	93	47.2	74	37.6	17	8.6			
	B	Sophomore	8	5.2	70	45.9	62	40.4	13	8.5			
	R	Sophomore	9	6.5	57	41.0	61	43.9	12	8.6			

* Indicates composite scores

** B = "blue collar"

R = rural

responses than were the "blue collar" adolescent responses. The only exception to this, came in statement 5 and the composite score of statements 10 and 14. The rural adolescents recorded 77.0 percent as being in agreement with statement 5. The "blue collar" adolescents were higher with 79.6 percent. To the mentioned composite score, the rural adolescent was positive towards it and the "blue collar" adolescents were negative to it.

When comparing the seniors from the two groups, differences appear in statements 1, 2, 4, 5, and 6, and with the composite score of statements 10 and 14 (item 18). With statement 1, a significant difference appears between the "blue collar" adolescents and the rural adolescents with respect to the degree of strongly agree and agree. The "blue collar" adolescents recorded 68.8 percent as "strongly agreed" and 27.8 as "agreed." The rural adolescents, on the other hand, recorded only 61.4 percent as "strongly agreed" and 38.6 as "agreed." The differences between the "strongly agree" and "agree" columns were significant at the .05 level.

To the statement of a woman working after completing her education and before marriage, both groups were in agreement. However, statement 2, about a woman working after marriage and before the arrival of the first child, showed a significant difference of .01 between the "blue collar" adolescents and the rural adolescents. The rural adolescents were in more agreement to the statement than were the "blue collar" adolescents.

Statement 4 showed a significant difference at the .05 level because of the "blue collar" adolescents being a little less negative to a woman working when there are school age children in the home.

The rural adolescents recorded a higher percentage as being opposed to the terms of this statement.

The rural seniors recorded 75.1 percent as agreeing with statement 5. They were 16.0 percent higher in agreement than were the "blue collar" adolescents. This difference was significant at the .01 level. The "blue collar" senior adolescents were somewhat reluctant for a woman to work with children of junior or senior high school age living at home.

Both senior groups agreed to statement 6 concerning a woman working after her children are grown and have left the home. A significant difference was recorded in the way they either "strongly agreed" or "agreed" with this statement. The "blue collar" seniors recorded 40.3 percent as "strongly agreed" and 51.4 percent as "agreed." The rural seniors recorded 28.9 percent as "strongly agreed" and 66.0 percent as "agreed." The difference in degree between these two columns was significant at the .02 level.

To item 15 (the composite scores of statements 7 and 11) a similar degree factor of agreement occurred between the two senior samples. The rural seniors were more in agreement of a woman working for economic reasons that were the "blue collar" seniors. A significant difference was calculated between the two groups at the .05 level.

The "blue collar" and rural sophomores attitudes showed very little differences at all. Only one difference could be found that was significant at all. This occurred with respect to the composite score of statements 9 and 13 (item 17). The rural sophomores recorded 95.0 percent as being in agreement with a woman working for community

reasons. A striking difference in the "strongly agree" and "agree" columns occurred with the rural sophomores being more strongly in agreement than were the "blue collar" sophomores. This marked difference was significant at the .001 level.

It was hypothesized that the attitudes of the adolescents from the "blue collar" environment would be different from those attitudes of the rural adolescents. The data in Table 8 shows this to be a fact in that the rural adolescents are more favorable to the role of the working mother than were the "blue collar" adolescents. It can also be seen that more differences in attitudes occur between the "blue collar" and rural seniors than between the "blue collar" and rural sophomores.

Total Response of "Blue Collar" Adolescents

With regards to the attitudes of adolescents toward the employment of women, the findings of this study support the hypothesis that the attitudes of the adolescent from the "blue collar" environment will differ from those of the adolescents in a rural setting. The attitudes of both rural and "blue collar" students are directionally the same, but tend in all cases, except one, to be more negative towards the working mother on the part of the "blue collar" adolescents.

Employment status of the mother

The findings disclose that there are significant differences in the attitudes concerning the employment of women by the adolescents according to the employment status of their mothers. The data discloses that adolescents with working mothers are more supportive of employment of a woman during various stages of the family cycle than are

the adolescents whose mothers are not currently employed. Therefore, the hypothesis, that the adolescents will be influenced by the occupation and employment history of their parents, is correct and was borne out by the statistical findings.

Sex of the adolescent

It was hypothesized that the attitudes toward the employment of a woman would be influenced by the sex of the adolescents of the "blue collar" family. The findings support this hypothesis, with the females being more positive toward the working mother.

Age of the adolescent

It was hypothesized that age of the "blue collar" adolescent would influence the attitudes toward the employment of women. Because of the same general trends of agreement or disagreement between the two age groups and the closeness of percentages, the hypothesis must be rejected. The factor of the sex of the adolescent has a greater determining factor on attitudes than does the factor of age.

"Blue Collar" Adolescent Attitudes
Towards Child Rearing Practices

The material that will be presented under this heading was taken from the data collected from Part III of the questionnaire. This section is not directly related to adolescent attitudes toward employment of women, but looks at a new and separate area, that of the attitudes of the "blue collar" adolescents towards the subject of child rearing practices. No hypothesis has been made predicting an outcome for this topic. The sample of adolescents in this section was made up of the same students who were included in the previous sections. They are adolescents from intact homes where the father is employed in some occupation that fits the ranks of being in the category called "blue collar." The total number of adolescents in this section is 304.

The material under this topic will appear in three sections. The first section will be that of total response by number and percent of all 304 adolescents to each statement listed in Part III of the questionnaire. The second section will look at the subject of child rearing practices of adolescents as viewed by sophomores compared to seniors. The factor of the age of the adolescents and how this affects their attitudes makes up this section. The third and last area of consideration will be that of sex. How do the attitudes of male adolescents compare with those recorded by the female adolescents, is what will be looked at in this last area.

The statements, from the questionnaire that were used to obtain the data for this section, consisted of a series of 24 statements dealing with general child rearing practices. The child rearing

practices that will be discussed and compared in this area are as follows: stories and story telling; a child's self image; the intelligence of a child; toys; periodical examination of a child by a doctor; discipline; language skills, family size for a family of the future; masculinity versus femininity when it comes to children crying; a father's role in raising children; and, the old saying, "children should be seen, but not heard." In addition to the 24 statements dealing with child rearing practices, two questions appear at the end of the questionnaire that deal with the "blue collar" adolescents' knowledge of sibling interest in, and viewing of, the T.V. program, "Sesame Street." These data will be presented at the conclusion of the three sections of child rearing practices.

Total responses by "blue collar" adolescents
toward child rearing practices

The findings under this topic appear in Table 9, page 88. As a whole, it seems that the fifteen through seventeen-year old "blue collar" adolescent has some quite favorable attitudes toward child rearing practices. There is no way of ascertaining how or where these attitudes were developed but the regards to all 24 statements, the total sample did indicate some positive insights in the area of child care.

Statement 1 read, "The major benefit of stories for preschool children is the entertainment which it provides for them." The "blue collar" adolescents recorded 61.7 percent as agreeing with this statement. Only 38.1 percent rejected the statement. If this statement and its related findings were considered as being indicative of the attitudes of the sample to the subject of stories and their purpose

Table 9. "Blue collar" adolescent responses concerning child rearing practices. N = 304:
146 males and 158 females

Item	Main Idea of Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%
1	Major benefit of stories is entertainment . .	40	13.1	148	48.6	104	34.2	12	3.9
2	Before age five, children are not influenced by shaming, neglect, etc.	8	2.6	16	5.2	95	31.2	185	60.8
3	The intelligence of a child is a product of his experiences and his heredity	63	20.7	163	53.6	60	19.7	18	5.9
4	Best toy is one that provides entertainment .	39	12.8	136	44.7	118	38.8	11	3.6
5	Children should be periodically taken to a doctor	132	43.4	144	47.3	27	8.8	1	0.3
6	When children persist in things you don't want them to do, guide them into another activity	82	26.9	160	52.6	51	16.7	11	3.6
7	Best toy is one that provides opportunity for discovery and learning	163	53.6	120	39.4	21	6.9	0	0.0
8	Childrens language skills are developed by being talked to	169	55.5	124	40.7	11	3.6	0	0.0
9	Important that there shall not be more than 2 children per family in future	21	6.9	29	9.5	106	34.8	148	48.6
10	Three year old girls can cry, but two year old boys should not	6	1.9	4	1.3	132	43.4	162	53.2
11	Self image of child is determined by how others feel	106	34.8	160	52.6	33	10.8	5	1.6
12	Just as much father's responsibility to raise children as it is the mother's	199	65.4	83	27.3	20	6.5	2	0.6
13	Preschool children should be seen and not heard	10	3.2	22	7.2	112	36.8	160	52.6

Table 9, Continued

Item	Main Idea of Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		#	%	#	%	#	%	#	%
14	Young children that don't mind should be spanked	30	9.8	133	43.7	105	34.5	36	11.8
15	Children who are read to and have stories told to them will be advanced in language ability	92	30.2	173	56.9	34	11.1	5	1.6
16	Children learn very little until they reach two or three years of age	7	2.3	32	10.5	118	38.8	147	48.3
17	A child's intelligence is a product of his experiences	74	24.3	157	51.6	60	19.7	13	4.2
18	When children persist, best thing to do is spank them	18	5.9	101	33.2	150	49.3	35	11.5
19	A child's intelligence is product of heredity, not experiences	11	3.6	48	15.7	148	48.6	97	31.9
20	All right for girl in kindergarten to cry but a boy should not	2	0.6	24	7.8	179	58.8	99	32.5
21	More important for mother to be a good parent than for a father	9	2.9	38	12.5	113	37.1	144	47.3
22	Most desirable number of children for future is two or less	16	5.2	36	11.8	124	40.7	128	42.1
23	Story telling and reading to children is basically a feminine activity	3	0.9	36	11.8	168	55.2	97	31.9
24	Most desirable number of children for the future is four to six	30	9.8	153	50.3	88	28.9	33	10.8

for small children, a warped assumption would be formed. Even though this statement seems to express the attitude that the major purpose and benefit of stories for children is restricted to entertainment, the adolescents expanded on this idea with respect to the way they recorded their responses to another statement that dealt with stories.

Statement 15 was related to statement 1. It states, "Children who have stories told to them, or read to them, are likely to be more advanced in language ability than those who do not by the time they are old enough for school." A total of 87.1 percent of the 304 adolescents "strongly agreed" or "agreed" with this statement. When a statement was given of a specific nature with respect to the value of reading to children, the "blue collar" adolescents agreed with it, but with respect to the major benefit of stories for children, they felt that the factor of entertainment was the prime reason stories are read to children. It would have been interesting to see how the "blue collar" adolescents' attitudes would have been recorded had another statement been included in the questionnaire dealing with the real purpose of stories for small children. This was not done, however, and only statements 1 and 15 dealt with the topic of stories and their role with small children.

The next related area deals with statements 2 and 11. These two statements look at the subject of the self image of a child. Statement 2 reads, "Until a child is five years old, he is too young to be influenced or hurt by such things as scolding, shaming, not being liked, or neglected." A total of 92.0 percent of the adolescents "disagreed" or "strongly disagreed" with this statement. It was interesting to note that 60.8 percent of this total was recorded in

the "strongly disagree" column. Only 7.8 percent of the students "agreed" with statement 2. Statement 11 read, "How a child feels about himself is determined mostly by how others feel about him." To this statement, 87.2 percent of the sample "agreed" or "strongly agreed." With respect to this statement, the major portion of the sample or 52.6 percent, "agreed," with only 34.8 percent "strongly agreed." With respect to the subject of a child's self image, the "blue collar" adolescents seem to be aware of the fact that the attitudes and feelings toward a child by those around him have real impact on the child's feelings towards himself.

The next child rearing topic considered in the questionnaire was that of the intelligence of a child. This was looked at with regards of the factors of experiences that a child has had, plus the idea of intelligence being a product of heredity. Statements 3, 17, and 19 apply to this area. Statement 3 read, "The intelligence of a child when he is old enough to enter school is about as much a product of the kind of experiences he has had between birth and age six as it is a product of his heredity." This statement asked the "blue collar" adolescent to agree or disagree that intelligence was a product of experiences plus heredity. To statement 3, 74.3 percent of the adolescents "agreed" or "strongly agreed" that this was so. Statement 17 put the main emphasis of intelligence as being a product of a child's experiences, not his heredity. It stated, "A child's intelligence is a product of his experiences, not his heredity." To this statement, the adolescents recorded 75.9 percent as being "agreed" that this was indeed the factor for the development of a child's intelligence. Statement 19 reversed the wording and put the emphasis

on heredity. It stated, "The child's intelligence, when he is old enough to enter school, is a product of his heredity, and the kind of experiences which he has had between birth and age six will not influence his I.Q." To statement 19, a total of 80.5 percent of the "blue collar" adolescents "disagreed" or "strongly disagreed." The adolescents in this study agreed that intelligence was a product of heredity and experiences and they disagreed that heredity was the main determining factor of a child's intelligence. This indicates that the "blue collar" adolescent does not feel that a child's I.Q. is passed on to him by his parents and that regardless of what a child experiences, his intelligence is fixed because of heredity.

The next child rearing practice investigated was that of toys and their relationship to children. Statements 4 and 7 dealt with this aspect. Statement 4 read, "The best kind of toy to select for a child is one which will provide entertainment for him." A total of 67.5 percent of the adolescents "agreed" with this statement. Statement 7 put the emphasis of a good toy as being "one which will provide opportunities for discovery and learning." To statement 7, 93.0 percent of the sample "agreed" or "strongly agreed" with this statement. Interestingly enough, 53.6 percent of the total sample checked the "strongly agree" column. There seems to be a slight discrepancy between the real purpose of a toy to select for a child, either being that of entertainment or one which will provide opportunities for discovery and learning. The adolescents recorded 93.0 percent for discovery and learning and only 67.5 percent in favor of a toy for entertainment. A difference of 25.5 percent appears between the two statements. Even though the sample was in agreement

with the entertainment aspect as a purpose of a toy, the adolescents were in more agreement with the fact that the best purpose of a toy was the educational learning that was derived for the toy.

Statement 5 stated, "Children should be taken to a doctor periodically for examination, even though there are no evident signs of illness." It had no counter statement centered around the same idea, so the replies of the adolescents to statement 5 will have to stand as being indicative of their overall attitudes to the main idea of this statement. A total of 90.7 percent of the adolescents "agreed" or "strongly agreed" with this statement. The majority of this 90.7 percent or 47.3 percent "agreed" and the remaining 43.4 percent "strongly agreed." It was interesting to note that even though 90.7 percent agreed, 9.1 percent disagreed.

Statements 6, 14, and 18 sampled the attitudes of the "blue collar" adolescents with regards to the subject of discipline. Statement 6 stated, "When children persist in doing something you don't want them to do, the best approach is to guide them into another activity." To the idea of rechanneling a child's interests to solve a problem, the adolescents recorded 79.5 percent as being "agreed" with this procedure. Statement 14 asked about spanking, "When young children don't mind, they should be spanked." Only 53.5 percent of the sample "agreed" that this was the thing to do when a child didn't mind. Statement 18 read as follows: "When children persist in doing something you don't want them to do, the best approach is to teach them a lesson by giving them a spanking." A total of 60.8 percent of the students "disagreed" or "strongly disagreed" with this statement. There is no exact way of knowing why the adolescents agreed to the

simple idea found in statement 14, but disagreed to the idea of spanking a child when it appears in a more complex statement as it did in statement 18. It appears that the "blue collar" adolescents are in more agreement that redirection of a child from one activity to another is the best way to handle a child that is doing something you do not want him to do. They also favor spanking in and of itself, but when it is used to teach a child a lesson, they disagree with this.

Only one clear-cut statement was used to sample the adolescent's attitudes towards the subject of language skills. Statement 8 read, "Children develop language skills by being talked to and having someone listen to them." A total of 96.2 percent of the sample "agreed" or "strongly agreed" that the language of a child is developed in connections with being talked to or listened to. This percentage was one of the highest recorded with regards to any of the 24 statements. A total of 55.5 percent of the responses were recorded in the "strongly agree" column.

In responding to statements 9, 22, and 24, when the students indicated their personal attitudes, they reflected their religious attitudes as well. These three statements asked for attitudes towards the size of a family by children in the future. Statement 9 read, "it is important that there shall not be more than two children per family in the future." A total of 83.4 percent "disagreed" with this statement and 48.6 percent "strongly disagreed." Statement 22 stated, "The most desirable number of children in families of the future is two children or fewer per family." The adolescents again disagreed. They recorded 82.8 percent as being opposed to this statement. Here again, the highest percentage was recorded in the

"strongly disagree" column. Statement 24 increased the family size by children when it stated, "The most desirable number of children in families of the future is four to six children per family." Even though there was a marked reduction to the degree of how they answered the statement, 60.1 percent agreed that a family of four to six children per couple was the ideal family size for a family of the future. It appears that the "blue collar" adolescent has very strong feelings about limitation of family size to a small number of children.

Two statements, number 10 and 20, sampled the adolescents' attitudes concerning the idea that the masculine role of the male child should restrict his freedoms of crying, but the feminine role of the female child gives her the right to cry when she is hurt. Statement 10 stated, "It is all right for a three-year old girl to cry when she is hurt or sad, but a boy should not cry." The "blue collar" adolescents did not seem to think this was the case because 96.6 percent (the highest response to any of the 24 statements) of them disagreed with this statement. Statement 20 increased the age of the girl and boy, but its main idea was very similar to that of statement 10. It read, "It is all right for a girl in kindergarten or first grade to cry when she is hurt or sad, but a boy should not cry." A total of 91.3 percent disagreed to statement 20 and 58.8 percent of the disagreement was recorded in the "disagree" column. The factor of the increased age of the children, plus the masculine and feminine roles, may have been the reason for this decrease in percentage. Regardless of the reason, the adolescents in this study feel that a small boy should be allowed to cry when hurt just the same

as a little girl. The adolescents do not seem to feel that because a boy is a boy, he should not cry when he is hurt. They do not seem stereo-typed with regards to the masculine role versus the feminine role.

A series of three statements, 12, 21, and 23 were used to determine the attitudes of the "blue collar" adolescents toward the role of a father in connection with child rearing practices. Statement 12 read as follows: "It is just as much the father's responsibility to help raise the children as it is the mother's." The adolescents were very supportive of this statement because 92.7 percent "agreed" with the statement and 65.4 percent of this total was recorded in the "strongly agree" column. Statement 21 read, "It is more important for a mother to be a good parent than for a father to be a good parent." The adolescents did not feel that this was so because 84.4 percent of this total was in the "strongly disagree" column. Statement 23 was somewhat different in some regards when it sampled the attitudes of the adolescents with respect, not necessarily to a father's role versus a mother's role, to masculine versus feminine responsibility in telling stories to children, or reading to them. It states, "Telling stories to children, or reading to them, is basically a feminine activity and should be done mostly by women or girls." To this statement, 87.1 percent of the adolescents "disagreed" or "strongly disagreed." The "blue collar" adolescents place emphasis on the role of a father in helping to raise his children, and indicate from their responses a united effort between a mother and father with respect to child rearing practices in a family. They

also feel that the male members of the family have just as much responsibility when it comes to telling stories or reading to younger children in the family as do the female members of the family.

Statement 13 was put in the questionnaire to see if the often quoted saying, "young children should be seen and not heard," had bearing or place in the general attitudes of young people today. The entire statement read, "With children who are too young to go to school, the old saying that 'children should be seen and not heard' should be applied." The old saying seems to be a thing of the past because 89.4 percent of the adolescents rejected the statement with 52.6 percent of this total registered in the "strongly disagree" column. Statement 16 read, "Children learn very little until they are two or three years old, so all they need is to be kept clean, well fed, and given plenty of rest until they are two years old." A total of 87.1 percent "disagreed with this statement and 48.3 percent "strongly disagreed." Even though the adolescents rejected the comments on this statement, it was surprising to see that 12.8 percent of the adolescents "agreed" with this statement.

In general, it can be seen that the "blue collar" adolescents of ages fifteen through seventeen have some good basic insights into the subject of child rearing practices.

"Blue collar" adolescent attitudes to child rearing practices as determined by age -- sophomores versus seniors

The sample for this section consisted of 153 sophomores and 151 seniors. Age of the adolescent was used as the determining factor for the data that appears in Table 10, page 98.

Table 10. "Blue collar" adolescent responses to child rearing practices by age-- sophomores versus seniors. N = 304: 153 sophomores and 151 seniors

Item	Age	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Level of Significance	Degrees of Freedom
		#	%	#	%	#	%	#	%			
1	Sophomores	20	13.2	88	57.3	42	27.6	3	2.0	11.10	Exceeds .01	2
	Seniors	20	13.1	60	39.9	62	41.2	9	5.8			
2	Sophomores	4	2.6	9	5.8	55	35.8	85	55.7	100	64.4	
	Seniors	4	2.5	7	4.9	40	27.1	100	64.4			
3	Sophomores	26	17.1	86	56.2	34	22.2	7	4.6	11	7.5	
	Seniors	37	23.8	77	51.4	26	17.2	11	7.5			
4	Sophomores	22	14.3	85	55.5	42	27.6	4	2.7	14.38	Exceeds .001	2
	Seniors	17	10.9	51	34.5	76	50.4	7	4.2			
5	Sophomores	62	40.6	78	50.9	12	7.8	1	0.6	70	0.0	
	Seniors	70	46.3	66	43.8	15	9.9	0	0.0			
6	Sophomores	35	23.1	89	57.9	25	16.4	4	2.6	47	5.0	
	Seniors	47	30.1	71	46.9	26	18.0	7	5.0			
7	Sophomores	73	47.9	62	41.5	18	11.6	0	0.0	90	0.0	
	Seniors	90	59.2	58	38.7	3	2.1	0	0.0			
8	Sophomores	70	45.9	73	47.5	10	6.5	0	0.0	8.74	Exceeds .02	1
	Seniors	99	64.6	51	34.6	1	0.7	0	0.0			
9	Sophomores	6	3.9	20	13.0	56	36.5	71	46.7	8.56	Exceeds .05	3
	Seniors	15	10.1	9	6.3	50	34.0	77	49.5			
10	Sophomores	3	2.0	2	1.3	66	42.8	82	54.0	3	51.3	
	Seniors	3	2.1	2	1.5	66	45.1	80	51.3			
11	Sophomores	45	29.4	85	55.5	20	13.1	3	1.9	61	1.2	
	Seniors	61	39.5	75	50.8	13	8.5	2	1.2			
12	Sophomores	94	61.6	46	29.9	11	7.2	2	1.3	95	0.0	
	Seniors	95	69.5	37	24.5	9	5.9	0	0.0			

Table 10. Continued

Item	Age	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Level of Significance	Degrees of Freedom
		#	%	#	%	#	%	#	%			
13	Sophomores	8	5.1	12	7.9	66	43.1	67	43.9	9.78	Exceeds .01	2
	Seniors	2	1.5	10	6.3	46	31.1	93	61.0			
14	Sophomores	13	8.4	76	49.7	44	28.7	20	13.1			
	Seniors	17	11.4	57	38.1	61	44.8	16	10.7			
15	Sophomores	45	29.4	85	55.5	21	13.8	2	1.3			
	Seniors	47	30.2	88	58.7	13	9.0	3	2.1			
16	Sophomores	4	2.6	18	11.7	71	46.3	60	39.4	10.46	Exceeds .01	2
	Seniors	3	2.1	14	9.5	47	31.4	87	57.0			
17	Sophomores	37	24.3	86	56.1	24	15.7	6	3.9			
	Seniors	37	24.8	71	45.9	36	24.4	7	4.7			
18	Sophomores	10	6.5	60	39.1	67	43.8	16	10.5			
	Seniors	8	5.6	41	28.0	83	54.5	19	11.8			
19	Sophomores	5	3.2	31	20.3	74	47.7	44	38.7			
	Seniors	6	4.1	17	11.7	75	49.8	53	34.3			
20	Sophomores	1	0.6	10	6.5	90	58.2	52	34.2			
	Seniors	1	0.7	14	9.8	89	59.9	47	29.7			
21	Sophomores	7	4.6	27	17.5	55	35.9	64	42.1	11.18	Exceeds .01	2
	Seniors	2	1.3	11	7.4	58	39.1	80	52.2			
22	Sophomores	7	4.5	20	13.0	68	44.5	58	39.0			
	Seniors	9	5.9	16	11.5	56	37.5	70	45.1			
23	Sophomores	3	2.0	22	14.2	87	56.9	41	26.9			
	Seniors	0	0.0	14	9.9	81	54.1	56	36.0			
24	Sophomores	17	11.0	77	50.3	44	28.8	15	9.8			
	Seniors	13	8.2	76	50.3	44	30.3	18	11.6			

The age factor between sophomore and senior adolescents did not seem to be significant when the entire section of child rearing practices was examined. However, some very interesting differences are present. Out of the 24 statements, a significant difference, between the responses of the two groups, was found in response to seven of the statements. This significant difference appears with respect to statements 1, 4, 8, 9, 13, 16, and 21. Each of these significant statements will be reviewed and the cause of the differences will be interpreted.

Statement 1 stated, "The major benefit of stories for preschool children is the entertainment which it provides for them." The sophomore sample, "agreed" with this statement with a recorded 70.5 percent. The seniors, on the other hand, records only 53.0 percent as being in "agreement." The 47.0 percent "disagreement" on behalf of the seniors made the significant difference between the two age groups. It appears that the age difference between seniors and sophomores prompts them to view the importance of stories for children in somewhat of a different way. The main idea of entertainment from stories is more applicable to the sophomore age group than it is to the senior age group. The seniors seem to have greater insight. The significant chi-square difference between the two groups exceeds the .01 level.

Statement 4 dealt with toys and stated, "The best kind of toy to select for a child is one which will provide entertainment for him." Here, again, the idea of entertainment appealed to the majority of the sophomore sample. They recorded 69.8 percent as being "agreed" to statement 4. The seniors rejected the statement with a total

of 54.6 percent of them either "disagreeing" or "strongly disagreeing" with the statement. It would appear that the seniors view the function of a toy as something over and above the sole purpose of entertaining a child. This positive aspect versus the negative aspect between the two age groups was significant and exceeded the .001 level.

With respect to statement 8, "Children develop language skills by being talked to and having someone listen to them," the age differences again showed up in favor of the seniors. The senior adolescents almost unanimously "agreed" with this statement. They recorded 64.6 percent in the "strongly agree" column and 34.6 percent in the "agree" column for a total of 99.2 percent. Only one senior student disagreed with this statement. The sophomores were also in agreement with the statement but not to the degree that was recorded by the senior adolescents. The sophomores recorded 45.9 percent in the "strongly agree" column and 47.5 percent in the "agree" column. This represents 93.4 percent as agreeing and 6.5 percent disagreeing. It would seem that the difference in the age on the part of the senior sample gives them the edge in visualizing and recognizing the role of language development in children. The significant difference between the two samples exceeded the .02 level.

As to statement 9, the differences that occurred between the two age groups were significant at the .05 level. Statement 9 read, "It is important that there shall not be more than two children per family in the future." The main chi-square difference occurred between the two groups in the "strongly agree" and "agree" columns. A total of 10.1 percent of the seniors "strongly agreed" compared to only 3.9

percent for the sophomores. The same marked difference appears in the "agree" column with the sophomores being higher percentage wise than the seniors. Both groups recorded only minor differences in the "disagree" and "strongly disagree" columns. A total of 83.5 percent of the seniors and 83.2 percent of the sophomores disagreed. Both adolescent groups recorded the highest percentages in any of the four columns, in the "strongly disagree" column.

The sophomore sample recorded 13.0 percent of its total as being "agreed" to statement 13. It read, "With children who were too young to go to school, and the old saying that ' children should be seen and not heard' should be applied." Only 7.8 percent of the seniors held similar opinions. The contrast between the sophomore's attitudes of "disagree" and "strongly disagree" was only .8 percent. This is marked by a 31.0 percent higher tabulation of responses in the "strongly disagree" column over the "agree" column. This significant difference exceeds the .01 level. The seniors' sample indicated more insight and understanding, with regards to statement 13, than did the younger sophomores.

A similar difference occurred between the two age groups with respect to statement 16. The senior majority was found in the "strongly disagree" column. Statement 16 stated, "Children learn very little until they are two or three years old, so all they need is to be kept clean, well fed, and given plenty of rest until they are two years old." Even though both groups recorded the majority of their responses in the negative columns, the sophomores tended to take a more uninformed view of the situation with the seniors expressing a more favorable attitude.

The differences in attitudes between the sophomore and senior samples exceeded the .01 level.

The only other significant difference between the two samples came in connection to statement 21 which stated, "It is more important for a mother to be a good parent than for a father to be a good parent." Both groups "disagreed" with the statement, but again, the senior attitudes differed from those of the sophomores in the maturity of their point of view. A total of 91.3 percent of the seniors opposed the statement, while only 78.0 percent of the sophomores opposed the statement. A total of 22.1 percent of the sophomores put the responsibility of being a good parent on the shoulders of the mother. This compares to only 8.7 percent of the seniors placing a mother over a father on the subject of be a good parent. These differences were significant and exceeded the .01 level.

Had a hypothesis been formulated dealing with age as a determining factor of differences in attitudes between senior and sophomore adolescents, the data would show that usually both groups responded quite similarly in expressing attitudes toward child rearing practices. The main difference that appeared, however, indicated that the senior sample demonstrated greater awareness and maturity in most areas in which differences were found. Also, the seniors were more committed to being either strongly agreed or strongly disagreed, while the sophomores' scores fluctuated between the agree and disagree columns. The older adolescents reflect their maturity by indicating greater insight or understanding than is these of the younger group.

"Blue collar" adolescent responses
to child rearing practices by sex--
male versus female

This area compares males to females as to their basic attitudes of child rearing practices. The samples for this comparison were made up of 146 male adolescents and 158 female adolescents. The female sample was composed of all senior and sophomore girls of the "blue collar" category and the same basic senior and sophomore "blue collar" category and the same basic senior and sophomore "blue collar" grouping was used for the male sample. Refer to Table 11, page 105.

At first glance, the chi-square portion of Table 11 appears to be quite impressive. Out of 24 statements under comparison, with respect to the sex of the adolescent, significant differences appear between the male and female samples in sixteen cases. Out of these sixteen differences, four of them were significant at the .05 level, one was significant at the .02 level, four were significant at the .01 level, and seven of the significant differences exceeded the .001 level.

The basic differences between the male and female sample in this section seems to be the fact that the females seem more informed about general child rearing practices than do the males. This basic general trend can be seen by way of statement 1, and will be true of most of the other statements. To statement 1, "The major benefit of stories for preschool children is the entertainment which it provides for them." The male sample recorded 65.6 percent as agreeing that this was so, with only 57.8 percent of the females indicating approval of the statement. The difference of a higher percent of male approval over female approval caused a significant difference between the two samples at the .05 level.

Table 11. "Blue collar" adolescent responses to child rearing practices by sex-- male versus female. N = 304: male 146 and female 158

Item	Sex	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Level of Significance	Degrees of Freedom
		#	%	#	%	#	%	#	%			
1	Male	15	10.3	82	55.2	46	32.2	3	2.2	6.51	.05	2
	Female	25	15.9	66	41.9	58	36.5	9	5.2			
2	Male	3	2.0	12	8.1	57	38.7	74	51.1	12.20	Exceeds .01	2
	Female	5	3.1	4	2.5	38	24.2	111	70.0			
3	Male	20	13.9	82	46.1	33	22.3	11	7.7	9.50	Exceeds .05	3
	Female	43	27.0	81	51.5	27	17.5	7	4.4			
4	Male	20	13.3	76	51.4	50	30.3	0	0.0	7.94	.02	2
	Female	19	11.9	60	38.5	68	42.7	11	6.9			
5	Male	60	41.4	70	47.7	15	10.2	1	0.6			
	Female	72	45.5	74	47.0	12	7.5	0	0.0			
6	Male	23	16.0	87	58.7	29	20.3	7	5.0	18.19	Greatly Exceeds .001	2
	Female	59	37.2	74	46.1	22	14.1	4	2.6			
7	Male	71	49.1	60	41.1	15	9.8	0	0.0	6.17	.05	2
	Female	92	58.0	60	38.1	6	3.9	0	0.0			
8	Male	66	45.8	74	50.1	6	3.9	0	0.0	12.35	Exceeds .01	2
	Female	103	64.7	50	31.9	5	3.3	0	0.0			
9	Male	12	8.4	23	15.4	62	42.5	49	33.6	29.88	Greatly Exceeds .001	3
	Female	9	5.5	6	3.9	44	28.0	99	62.6			
10	Male	4	2.8	3	2.1	88	60.2	51	29.9	37.89	Greatly Exceeds .001	1
	Female	2	1.3	1	0.7	42	27.7	111	70.4			
11	Male	43	29.6	88	60.4	14	9.5	1	0.6			
	Female	63	39.8	72	45.9	19	12.1	4	2.5			

Table 11. Continued

Item	Sex	Strongly Agree		Agree		Disagree		Strongly Disagree		X ²	Level of Significance	Degrees of Freedom
		#	%	#	%	#	%	#	%			
12	Male	88	60.9	47	31.7	9	6.1	2	1.3			
	Female	111	70.2	36	22.7	11	7.0	0	0.0			
13	Male	8	5.3	6	4.1	64	43.5	68	47.1	5.99	.05	2
	Female	2	1.3	16	10.1	48	30.7	92	57.9			
14	Male	17	11.7	66	45.0	47	32.3	16	11.0			
	Female	13	8.1	67	43.3	58	46.2	20	12.8			
15	Male	36	24.4	88	60.4	18	12.4	4	4.8			
	Female	56	35.2	85	53.8	16	10.4	1	0.6			
16	Male	5	3.4	21	14.3	62	41.9	58	40.4	12.69	Exceeds	.01
	Female	2	1.3	11	6.9	56	35.8	89	56.0			
17	Male	33	23.0	71	57.7	33	23.1	9	6.1			
	Female	41	26.1	86	54.3	27	17.0	4	2.5			
18	Male	12	8.2	60	40.8	66	45.5	8	5.4	18.58	Exceeds	.001
	Female	6	3.9	41	27.3	84	52.8	27	16.9			
19	Male	7	4.8	25	17.1	73	60.1	41	27.9			
	Female	4	2.5	23	14.9	75	47.4	56	35.1			
20	Male	2	1.3	17	11.9	100	69.0	27	18.3	28.99	Exceeds	.001
	Female	0	0.0	7	4.4	79	50.0	72	46.6			
21	Male	4	2.6	24	15.9	64	46.0	54	37.5	14.24	Exceeds	.001
	Female	5	3.3	14	9.0	49	31.0	90	56.8			
22	Male	9	6.1	26	18.0	62	42.4	49	33.5	14.89	Exceeds	.01
	Female	7	4.7	10	6.5	62	39.6	79	49.6			
23	Male	2	1.3	28	19.0	82	56.3	34	23.4	19.60	Exceeds	.001
	Female	1	0.7	8	5.1	86	54.7	63	39.5			
24	Male	15	9.9	73	50.0	46	31.9	12	8.2			
	Female	15	9.3	80	50.6	42	26.7	21	13.2			

Using the above information relevant to statement 1 as an example, it will be noted that the direction of both male and female samples was agreeing or positive. This directional similarity will be the same with respect to all 24 of the statements. Whenever the female adolescents disagreed, so did the male sample, and when the females agreed, so did the males. The significant differences were caused by a degree difference between the groups, not because of any directional reversal.

With statement 2, "Until a child is five years old, he is too young to be influenced or hurt by such things as scolding, shaming, not being liked, or neglected." Here again, the female sample was higher than the male sample as to the degree of the disagreement. A total of 94.2 percent of the female sample "disagreed" with the statement with an impressive 70.0 percent of this total being recorded in the "strongly disagree" column. The male sample recorded a total rejection percentage of 89.8 percent, but only 51.1 percent of this came by way of the "strongly disagree" column. Both samples rejected the statement, but the female sample seemed to have more insight into the aspect of a child's self image. The significant differences between the two samples exceeded the .01 level.

To statement 3, "The intelligence of a child when he is old enough to enter school is about as much a product of the kind of experiences he has had between birth and age six as it is a product of his heredity," was agreed to by both adolescent samples. The males recorded 60.0 percent as agreeing with the statement, while the female sample recorded 78.5 percent. The degree of difference between the two samples was significant and exceeded the .05 level.

With statement 4, the male sample recorded 64.7 percent as agreeing, with only 50.4 percent of the females agreeing. The females almost rejected the statement, "The best kind of toy to select for a child is one which will provide entertainment for him," while almost two-thirds of the male sample agreed. The females seemed to view other functions for a toy than that of entertainment. This can be seen by looking at Table 11 and comparing the percentages between the two groups with statement 7 which put the emphasis of a toy as being that of providing opportunities for discovery and learning. With regards to statement 4, the differences recorded between the two groups were significant at the .02 level.

To statement 5, no significant difference was found, with both samples recording very similar totals in all four columns of the response spaces. Both of the samples "agreed" that "children should be taken to a doctor periodically for examination even though there are no evident signs of illness." The female sample recorded 92.5 percent agreement, with 89.1 percent agreement recorded by the male sample. It was interesting to note that in our day of preventive medicine, 10.8 percent of the male sample and 7.5 percent of the female sample "disagreed" with this statement.

The calculated chi-square difference between the adolescents to statement 6 exceeded the .001 level. Both of the samples were positive with the statement that "when children persist in doing something you don't want them to do, the best approach is to guide them into another activity." The female sample was again more positive with the statement with 83.3 percent of the total sample

in agreement and the 74.7 percent for the males. This same difference can also be seen by making reference to statements 14 and 18. The male sample favors spanking a child to a greater degree than does the female sample.

Statement 7 stated, "the best kind of toy to select for a child is one which will provide opportunities for discovery and learning." The female adolescent "agreed" with a total of 96.1 percent. The male sample also "agreed" with 90.2 percent in favor of the statement. Only six of the 158 female adolescents "disagreed," whereas, fifteen of the 146 male sample were negative with the statement. The difference in strength between the samples with respect to agreement or disagreement was significant at the .05 level.

Almost unanimous agreement by both groups was recorded to statement 8. The total percent of agreement was almost identical between the adolescents, with 96.6 percent of the female sample and 95.9 percent of the male sample agreeing with the statement. A chi-square difference does appear which exceeds the .01 level. This is because of the differences that appear between the samples in the "strongly agree" and "agree" columns. A total of 64.7 percent of the "blue collar" female adolescents "strongly agreed," while only 45.8 percent of the male adolescents checked that column. A comparable difference appears in the "agree" column. The female adolescents' attitudes are more positive with regards to language development than were the attitudes of the male adolescents.

Statement 9 read, "It is important that there shall not be more than two children per family in the future." The male sample took more of a positive stand to this issue, while the female sample

recorded very strong attitudes of disagreement with this statement. A total of 62.6 percent of the total 90.6 percent rejection of the female sample, was recorded in the "strongly disagree" column. The males recorded only 33.6 percent of their 76.1 percent rejection in the same column. The attitudes of the "blue collar" female adolescent are very strong when it comes to the issue of desired family size.

If the reader is looking for marked contrasts, he is referred to statement 10. Because of the lack of sufficient numbers and percentages appearing in the "agree" and "strongly agree" columns, the chi-square calculations were run between the two samples with respect to only the "disagree" and "strongly disagree" columns. The standard beginning of the .001 level column on a X^2 probability chart is 10.827 at the 1 degree of freedom calculations. A figure of 37.89 was calculated between the two samples to statement 10, which greatly exceeds the .001 level. Again, the male sample was less positive as compared to the female sample in connection with the statement, "It is all right for a three year old to cry when she is hurt or sad, but a boy should not cry." The male sample "disagreed," with 90.1 percent of their response falling on the negative side of the response sheet, but they were conservative because only 29.9 percent of this was "strongly disagreed" to the statement. The female sample was very negative and seemed to have real feeling for the male child. A total of 70.4 percent of their 98.1 percent rejection appeared in the "strongly disagree" column.

With a 4.3 percent higher agreement, the "blue collar" male adolescent indicated more positive agreement with statement 11. The statement read, "How a child feels about himself is determined mostly by how others feel about him." No real significant difference can be calculated between the two groups except a small percentage difference as to total agreement with the statement. The male adolescents responded in a positive manner with the idea expressed in statement 11 by recording 90.0 percent of the total sample in the two "agree" columns. Even though the female sample had 10.2 percent more responses in the "strongly agree" column, their combined agreement percentage was only 85.7.

As was the case with statement 11, no significant difference by chi-square calculations could be found to statement 12. Both of the male and female samples "agreed" that "It is just as much the father's responsibility to help raise the children as it is the mother's responsibility." The female sample recorded more responses in the "strongly agree" column than did the male sample, but their total responses of a positive nature were almost the same. The female adolescents recorded 92.9 percent as agreeing with the statement, and 92.6 percent of the males were of the same opinion.

To item 13, a basic negative reaction was recorded by both the male and female adolescents. The combined percentage of the two "disagree" columns totaled 90.7 percent for the male sample and 88.6 percent for the female adolescents. The statement read, "With children who are too young to go to school, the old saying that 'children should be seen and not heard' should be applied." The females

scored a higher percentage in the "strongly disagreed" column, but it was the male sample that recorded more responses on the negative side. These differences were significant at the .05 level.

The male sample favored spanking as contained in statement 14 by 56.7 percent "agreeing" or "strongly agreeing" that, "When young children don't mind, they should be spanked." Only half of the female sample "agreed." The same feminine attitudes to discipline were noted in connection with statement 6. No significant difference appears between the samples with this statement, with a difference of only 5.3 percent separating the attitudes of the two samples toward spanking in the way they agreed to spanking a child who does not behave.

As to the adolescents' attitudes toward language development, the female adolescents responded favorably with 89.0 percent favoring statement 15. The male sample also agreed, but to a lesser degree, with 84.8 percent of their number accepting the fact that, "Children who have stories told to them, or read to them, are likely to be more advanced in language ability than those who do not, by the time they are old enough for school." Both of the adolescent groups seemed aware of the fact that telling stories and reading to children helped to foster and advance a child's language development. No significant differences appeared in connection with this statement as recorded by the two adolescent groups.

The difference exhibited between the two samples to statement 16 exceeded the .01 level. With regards to the statement, "Children learn very little until they are two or three years old, so all they

need is to be kept clean, well fed, and given plenty of rest until they are two years old," 91.8 percent of the female sample "disagreed," as did 82.3 percent of the male sample. In both total percentage of disagreement and total percentage recorded in the "strongly disagree" column, female adolescents had a higher percentage than males.

To statement 17, "A child's intelligence is a product of his experiences, not his heredity," both of the samples "agreed" that this was the case. The total recorded agreement and disagreement between the two groups was so similar that no significant difference could be found. The male sample recorded 80.7 percent agreeing, with the female sample recording 80.4 percent.

A difference of 18.8 percent appeared between the "blue collar" male and female samples in their rejection of statement 18. Of the total male sample, 5.9 percent rejected the phrase, "When children persist in doing something you don't want them to do, the best approach is to teach them a lesson by giving them a spanking." The female sample registered a 69.7 percent disagreement with this statement. This general trend of boys favoring spanking and females rejecting it was pointed out with regards to statements 6 and 14, and is shown again by way of this statement. The difference in attitudes between the two adolescent groups was very significant and exceeded the .001 level. This difference puts the male sample in a category where their attitudes are in favor of spanking, whereas, the attitudes of the female sample puts them in the nonspanking category.

To statement 19, "The child's intelligence, when he is old enough to enter school, is a product of his heredity, and the kind of experiences which he has had between birth and age six will not

influence his I.Q," the male sample recorded 88.0 percent as being opposed, and the females were 82.5 percent in disagreement. No significant differences by chi-square calculations appear with this statement.

To the material and findings of statement 20, "It is all right for a girl in kindergarten or first grade to cry when she is hurt or sad, but a boy should not cry," the reader should consult Table 11, page 102. The female sample recorded 46.6 percent in the "strongly disagree" column and 50.0 percent in the "disagree" column. This compared to 69.0 percent in the "disagree" column and only 18.3 percent recorded in the "strongly disagree" column by the male sample. The total percentage of rejection recorded by both the adolescent samples was 87.3 percent for the male sample and 96.6 percent for the female group. The marked difference in attitudes between the two disagree columns, plus the 9.3 percent difference in total rejection, was the reason for a chi-square difference score of 28.99. This greatly exceeds the .001 level on the chi-square probability table.

To statement 21, "It is more important for a mother to be a good parent than for a father to be a good parent," both of the samples "disagreed" or "strongly disagreed" with it. The female sample rejected this statement with a combined total of 87.8 percent compared to 83.5 percent rejection for the male sample. The females recorded 56.8 percent of their responses in the "strongly disagree" column, with only 37.5 percent being recorded in the same column by the males. This type of difference in three of the four columns caused a very significant difference between the samples that exceeded the .001 level.

A significant difference that exceeded the .01 level was found between the samples of statement 22. Both samples rejected the statement, "The most desirable number of children in families of the future is two children or fewer per family." A total of 89.2 percent of the females "disagreed" or "strongly disagreed," with 49.6 percent of the total appearing in the "strongly disagree" column. A combined score of 75.9 percent was recorded by the male sample, with the majority of the percentage of it appearing in the "disagree" column. It would appear from statement 22 and statement 9 that the "blue collar" adolescents are definitely opposed to the issue of limiting children per family in the future with the female adolescents exhibiting somewhat more negative towards the proposal than the male sample. It was interesting to note that out of the total sample of 304 adolescents, only 52 students or 17.6 percent "agreed" in any way with the proposed issue.

Statement 23, "Telling stories to children, or reading to them, is basically a feminine activity and should be done mostly by women or girls," was rejected by both samples. A total of 94.2 percent of the female sample "disagreed" with it as compared to 79.7 percent rejection recorded for the male adolescents. This marked difference of total percentages, plus the factor of degree of rejection resulted in a very significant difference in attitudes that exceeded the .001 level. Because of the rejection of this statement, both of the adolescent samples included men and boys in the role of telling stories and reading to children. They did not stereo-type the practice of reading and story telling as being only feminine, but masculine as well.

The last statement in Part III of the questionnaire was responded to in a very interesting way by both of the samples. It read, "The most desirable number of children in families of the future is four to six children per family." Both samples "agreed" to the statement with a combined agreement score of 59.9 percent for the males and 59.9 percent for the female sample. The total response per column, plus the percentages per column, were almost identical, so no significant differences appeared between the samples.

In general, the findings seem to indicate a strong and important difference between the attitudes of male and female respondents. Females appear to have much more positive attitudes toward child rearing practices than is true of males.

Sesame Street

The concluding area of examination refers to viewing of the television program, "Sesame Street." The items that sampled this read as follows, "Do you have a three, four, or five-year old brother or sister living in your family?" This was answered either "yes" or "no" by the adolescent. The last statement asked, "If you have a three, four, or five-year old child in your family, do they watch 'Sesame Street?'" Five spaces were supplied for them to check the answer that pertained to them. These spaces were labeled "never," "once a week," "twice a week," "several times a week," and "everyday."

Using the sample of 304 adolescents from intact families of the "blue collar" classification, the following data were collected. A total of 227 adolescents responded negatively to the statement of having a small brother or sister at home. Only 77 adolescents

responded with a positive answer. The outcome of these 77 adolescent responses to the item dealing with "Sesame Street" appears in the following table.

Table 12. "Blue collar" adolescent responses to the T.V. program "Sesame Street." N = 77

Responses	Never	Once a Week	Twice a Week	Several Times a Week	Everyday
Total Response	46	4	4	7	16
Percent Response	59.7	5.2	5.2	9.0	20.8

It may appear from the above table that the best educational children's television program to come along in years has relative little importance for small children of "blue collar" families. Only sixteen adolescents responded that their younger brother or sisters watched "Sesame Street" every day. Only 29.8 percent of the total 77 students checked the columns labeled "several times a week" or "everyday." This means that 70.1 percent of the adolescents responded to the columns "never," "once a week," or "twice a week," with 59.7 percent of this appearing in the space that was labeled, "never."

It is recognized that a sample of only 77 out of 304 adolescents represents a small number to be indicative of any major trends, assumptions, or conclusions to be formulated from this. Keeping this in mind, the computerized data that was run on the original sample of 504 adolescents, before it was refined to the "blue collar"

(intact family) sample, was reviewed. Out of the original 504 adolescent sample, 134 of them checked that they had either a three, four, or five year old brother or sister living in their home. See Table 13.

Table 13. Adolescent responses to the T.V. program "Sesame Street."
N = 134

Responses	Never	Once a Week	Twice a Week	Several Times a Week	Everyday
Total Response	67	13	7	17	30
Percent Response	50.0	10.0	5.1	12.6	22.3

Using this total sample, 34.9 percent of the adolescents recorded responses in the two columns labeled "several times a week" and "everyday," with 22.3 percent of this total appearing in the "everyday" column. Half of the sample of 134 adolescents checked the "never" column, giving 50.0 percent of the total that were not informed as to the benefits that could be gained from the television program or indicating that it was not viewed by the younger members of their family. When the percentages are added up in the "never," "once a week," and "twice a week" columns, 65.1 percent of the adolescents placed their responses in this area. Using this larger sample increased the percentage in the "several times a week" and "everyday" columns by 5.1 percent over the percent recorded in the same columns by the "blue collar" adolescents, but the same basic responses appear in both samples. It would appear, from both examples, that the

children in this area where the questionnaire was administered, are missing out on some very fine benefits that could be gained in an educational nature if they had the opportunity of viewing "Sesame Street." This may either indicate that more publicity and public information should be given about the benefits of the television program, or it may indicate that the adolescents in this study are poorly informed as to what their younger brothers and sisters really do at home while they are at school. The reader should keep in mind that the study was conducted in a geographical area where "Sesame Street" could be received by all viewers and where coverage of this program was broadcast twice a day.

SUMMARY, CONCLUSION, DISCUSSION AND
SUGGESTIONS FOR FUTURE STUDIES

Summary

The basic purpose of this thesis was twofold. This study was conducted to sample, record, and report the findings pertaining to the attitudes of adolescents from a "blue collar" environment as they express themselves concerning how they feel toward the employment of women and to basic child rearing practices. The second purpose of this thesis was to conduct a parallel study of a study done in 1966 by Ann Leigh Adams. She sampled the attitudes of rural adolescents regarding the employment of women. To this subject of the employment of women, a comparison was made between the "blue collar" sample and the rural adolescent sample to see if there were any basic differences in attitudes of adolescents to this subject.

The questions devised by Ann Leigh Adams were used as part of the questionnaire given to the "blue collar" adolescents. Several additional statements were added and used in refining the total sample to a sample that was made up of only adolescents from intact families where the father's job or occupation placed him in a "blue collar" job classification. An additional section was added to the questionnaire consisting of 24 statements, all of which were related to some phase of basic child rearing practices. Two questions were also added to the questionnaire to supply information concerning the viewing of and adolescent information about, the television program entitled "Sesame Street."

The questionnaire was administered to 504 sophomore and senior adolescents who attended the Kearns LDS Seminary at Kearns, Utah. This total sample was then refined until only those adolescents from intact families of a "blue collar" background were included. The sample then consisted of 304 adolescents, of which 151 were seniors and 153 were sophomores.

All information from the 304 questionnaires was analyzed by a computer with regards to the following areas: male versus female responses; senior versus sophomore responses; employment status of the mother, adolescents with employed mothers versus adolescents whose mothers were nonemployed; and total responses recorded by the total sample. All of these categories applied to the findings pertaining to the "blue collar" sample, plus the comparison that was made between the "blue collar" sample and the rural sample with regards to how they viewed the various aspects of the employment of women. With regards to the portion dealing with child rearing practices, only the factors of total response, age, and sex of the adolescents were used.

The mathematical computations that were used in comparing "blue collar" with rural adolescents, or male against female, etc., were by chi-square calculation.

All findings and comparisons appear in a series of 13 tables that are found in this thesis. All significant differences and chi-square data appear in these tables.

The hypotheses that were used in this study were as follows:

1. Attitudes toward the employment of women will be influenced by the age and sex of the adolescents of the "blue collar" family.

2. Attitudes of the adolescent will be influenced by the occupation and employment history of the mother.

3. Attitudes of the adolescents from the "blue collar" environment will be different from those of adolescents in a rural setting. It should be noted that no hypotheses were formulated for the aspect of child rearing practices. These hypotheses deal only with the subject of the employment of women. All three of the hypotheses were supported by the findings.

The findings did support the fact that the age and sex of the adolescent does have a bearing on the way he views the employment of women. The senior adolescents were more positive toward the employment of women than were the sophomores. The female sample was also more supportive of the role of the working mother than was the male sample.

Adolescents who came from a home where the mother was employed were more willing to agree with the employment of women than were those adolescents who came from homes where the mother was not employed.

When it came to the hypothesis dealing with "blue collar" adolescents' attitudes being different from those of the rural adolescents, the findings showed that their attitudes were somewhat similar, but that rural adolescents were more supportive of the employment of the mother, or of women in general.

The data used in the child rearing section of the questionnaire were compared with regards to total response, male against female and seniors against sophomores. From this comparison, it was learned

that as a whole, the "blue collar" adolescents have some real insight into this subject. To most of the 24 statements dealing with child rearing practices, their responses were quite favorable when it came to the needs of children. The senior and female samples scored higher than the sophomore and male samples to most of the statements, with the greatest difference in degree of response, negative or positive, coming in the sex difference of the adolescent. The females clearly had more positive feelings regarding child care than did the male sample.

Conclusion

The attitudes and feelings of adolescents tend to be similar to those held by their peers, but with some important exceptions to this generalization. Factors such as age, sex, and environment appear to be among those forces which influence the individual responses of adolescents. Of these, the most powerful influence on adolescent attitudes and feelings regarding employment of mothers and some child care practices is the fact of being a male or a female.

Discussion

This study has disclosed some very interesting findings. However, the data, tables, and results contained therein, do not show or explain the total situation.

When significant differences appear between groups in the sample, with respect to the age of the adolescent, the data does not disclose the main reasons for the difference, just the fact that there are some differences. As a high school student progresses through school and enters the labor force, his buying power is greatly increased. More

seniors work than do members of the sophomore class. Seniors also buy more of their own clothes, drive their own cars, pay for their own dating expenses and entertainment, than do the sophomore students. This buying power and the products and experiences that can be acquired with money may be the underlying causes of the main difference as to the subject of age of the adolescent.

The matter of parental and cultural upbringing may also be the factor or factors that contribute to the differences associated with the sex of the adolescent. The goals, outlooks, and social value systems that are placed by society, and the heads of the family are certainly different for males as compared to the females of our society. The difference in upbringing, transferred values, and general outlook of parents towards a daughter, as compared to a son, may have been the contributing reasons that the sex of the adolescents did produce significant differences.

This is not merely an issue of just the sex of the adolescent, because once this is used, it automatically brings into bearing the background, value system, parental goals, and social outlooks that have helped to mold a boy into something different than a girl and vice versa. A female should view, with different attitudes, something that relates to the female sex differently than an issue that has no real bearing to a male, except for the fact that it samples his attitudes. The factor of "what's in it for me," may have attributed to the differences. The girls may have looked at the issue as a very personal one because it pertained to them sex wise, whereas, the males may have tended to view the questions asked as related to just the opposite sex.

Another interesting matter should be stated at this time. This relates to the wording of some of the questions in the questionnaire. This is best illustrated with respect to questions 4 and 7 of part III of the questionnaire (see Appendix A). These questions both relate to the topic of toys and what is their best function with regards to a child.

To these questions and others, the students seemed to respond to leads that they saw in the questions. They would agree to the statement that, "The best kind of toy to select for a child is one which will provide entertainment for him," and then would turn around and agree that the best kind of toy was one that would provide opportunity for discovery and learning.

The students may have responded to these two questions on the basis of trying to please, or recording what they thought was wanted, instead of recording their actual attitudes. Their true attitudes to these questions may not have been tapped because of their desire to please.

With the increase of more and more mothers entering the working force, and more and more husbands sharing in the household duties and child rearing practices, this study has pointed out the need for education for the male student with respect to child rearing practices. Most girls spend a lot of time tending small children. Their role as a female and the early jobs as baby sitters, give them a practical knowledge and experience of working with and knowing about small children. Most males are far removed from this practice and knowledge and therefore, lack some very important information with respect to the developmental stages of a child and to child rearing practices.

If the male is to be effective as a part-time mother substitute and housekeeper, he should have the opportunity of selecting a good child development class at the high school level. It is also felt that if a boy is required to take specific classes for graduation that are not of his selection, why not require a class that will help him become a better father and husband to his wife? If the basic unit of the American way of life is the family, a required class of this nature for male and female high school students might be beneficial to the American society.

Suggestions for Future Studies

1. Conduct a study with adolescents of a more specific and detailed fashion related to child rearing practices which would contain statements dealing with toilet training, the use of pacifiers, breast feeding versus bottle feeding, cause and effect of parental discipline, etc.
2. Formulate and administer a study that would have as its main goal, the purpose of establishing and putting real meaning on a required class in child development for all high school students.
3. Conduct a study that centers on the concept of the self image of children at the various age categories. How does the self image of a child change as he gets older, or does it change? What are the main factors that alter the self image of a child.
4. A study should be done of a masculine nature on some phase of child development that would give real insight and comparison between the value of how a male child or adolescent views a situation as compared to the views of attitudes of his father.

5. Conduct a study dealing with male children living in a home where there is no male person with whom they can identify. The purpose of this study would be to find ways in which the mother could foster and help her male children develop the male role even where there is an absence of a male in the home.

6. Attempt to standardize a questionnaire on child rearing practices.

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APPENDIX

ATTITUDES TOWARD EMPLOYMENT OF WOMEN

Part I. General Information

Please place an X in front of the correct response.

SEX ☐ Male SCHOOL STATUS ☐ Senior
☐ Female ☐ Sophomore

MY FATHER AND MOTHER ARE ☐ Living together
☐ Separated
☐ Divorced
☐ One parent deceased
☐ Both parents deceased

1. Is your mother currently employed outside the home? ☐ Yes
☐ No
2. If your mother works outside of the home, is she working :
☐ Full-time
☐ Part-time
3. If your mother works outside the home, what type of work does your mother do? _____
4. How many years has your mother worked outside the home?
☐ Full-time
☐ Part-time
5. Have you held a full or part-time job during the summer? ☐ Yes
☐ No
6. Are you currently holding a full-time or part-time job? ☐ Yes
☐ No
7. Where does your father work? _____
8. What type of work does your father do at his place of employment?

9. In my family, I am the ☐ Oldest child
☐ Youngest child
☐ Inbetween

CHECK ONLY ONE ANSWER:

10. Compared to other families I know, I think my family is happier than most other families.
☐ Strongly Agree ☐ Disagree
☐ Agree ☐ Strongly Disagree

11. The kind of discipline my parents use in our home is about the way I would like it to be.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

Please fill in the following blanks with the appropriate number. (Example: If there are 5 brothers and sisters living at your home, place a "5" in the "brothers and sisters" space.)

12. Living in the home where I live are:

____ Father ____ Mother ____ Grandmother ____ Grandfather
 ____ Stepfather ____ Stepmother ____ Brothers and Sisters
 ____ Other Family Members

Part II.

"We are in a period of social change. Established ways of doing things are being challenged by some and defended by others. One of the changes taking place in our society is that more women are employed outside the home than has been true in the past." We are interested in your own feelings about this and would like you to respond to the following statements. (Place an X by the appropriate answer.)

1. It is all right for a woman to work after completing her education and before marriage.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

2. It is all right for a woman to work after marriage and before the arrival of the first child.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

3. It is all right for a woman with preschool children to work outside the home.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

4. It is all right for a woman with school age children (six to twelve years) to work outside the home.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

5. It is all right for a woman with children in junior or senior high school to work outside the home.

_____ Strongly Agree
Agree

Disagree
Strongly Disagree

6. It is all right for a mother whose children are grown and have left the home to work outside the home.

____ Strongly Agree
Agree

_____ Disagree
Strongly Disagree

7. If there are financial difficulties in the family then the woman should go to work.

_____ Strongly Agree
Agree

Disagree
Strongly Disagree

8. A woman should be able to work if she wants to do so.

_____ Strongly Agree
Agree

_____ Disagree
_____ Strongly Disagree

9. A woman who has professional training should be able to work when her services are needed.

_____ Strongly Agree
Agree

_____ Disagree
Strongly Disagree

10. One of the ways a woman helps the family is by working outside the home.

_____ Strongly Agree
Agree

_____ Disagree
_____ Strongly Disagree

11. There are often times when a woman should work so that her family can have the things they need.

_____ Strongly Agree
_____ Agree

_____ Disagree
Strongly Disagree

12. A woman ought to be able to work if she feels it is personally satisfying.

_____ Strongly Agree
Agree

Disagree
Strongly Disagree

13. If there is a shortage of trained people in the community such as nurses and teachers, a woman who has the needed training has a responsibility to go to work.

_____ Strongly Agree
Agree

Disagree
Strongly Disagree

14. To be employed is one of the ways a woman can "take care" of her family.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

Part III Child rearing Practices

Attitudes toward children are important. Too often, we have seemed to care only about how adults feel about this topic. This time, we would like you to help us learn how teenagers feel, and we would like to request that you check one of the blanks for each question, indicating the strength of your agreement or disagreement. Please be sure to MARK ONLY ONE BLANK FOR EACH QUESTION. Be sure you read and understand the question before you check your answer.

1. The major benefit of stories for preschool children is the entertainment which it provides for them.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

2. Until a child is 5 years old, he is too young to be influenced or hurt by such things as scolding, shaming, not being liked, or neglected.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

3. The intelligence of a child when he is old enough to enter school is about as much a product of the kind of experiences he has had between birth and age 6 as it is a product of his heredity.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

4. The best kind of toy to select for a child is one which will provide entertainment for him.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

5. Children should be taken to a doctor periodically for examination even though there are no evident signs of illness.

____ Strongly Agree
 ____ Agree

____ Disagree
 ____ Strongly Disagree

6. When children persist in doing something you don't want them to do, the best approach is to guide them into another activity.

7. The best kind of toy to select for a child is one which will provide opportunities for discovery and learning.

_____ Strongly Agree
Agree

Disagree
Strongly Disagree

8. Children develop language skills by being talked to and having someone listen to them.

_____ Strongly Agree
_____ Agree

_____ Disagree
_____ Strongly Disagree

9. It is important that there shall not be more than 2 children per family in the future.

_____ Strongly Agree
Agree

_____ Disagree
Strongly Disagree

10. It is all right for a 2 year old girl to cry when she is hurt or sad, but a boy should not cry.

_____ Strongly Agree
Agree

_____ Disagree
Strongly Disagree

11. How a child feels about himself is determined mostly by how others feel about him.

_____ Strongly Agree
Agree

_____ Disagree
_____ Strongly Disagree

12. It is just as much the father's responsibility to help raise the children as it is the mother's responsibility.

_____ Strongly Agree
Agree

_____ Disagree
Strongly Disagree

13. With children who are too young to go to school, the old saying that "children should be seen and not heard" should be applied.

_____ Strongly Agree
Agree

Disagree
Strongly Disagree

14. When young children don't mind, they should be spanked.

Strongly Agree
Agree

Disagree
Strongly Disagree

15. Children who have stories told to them, or read to them, are likely to be more advanced in language ability than those who do not, by the time they are old enough for school.

Strongly Agree
Agree

Disagree
Strongly Disagree

16. Children learn very little until they are 2 or 3 years old, so all they need is to be kept clean, well fed, and given plenty of rest until they are 2 years old.

 Strongly Agree
 Agree

 Disagree
 Strongly Disagree

17. A child's intelligence is a product of his experience, not his heredity.

 Strongly Agree
 Agree

 Disagree
 Strongly Disagree

18. When children persist in doing something you don't want them to do, the best approach is to teach them a lesson by giving them a spanking.

 Strongly Agree
 Agree

 Disagree
 Strongly Disagree

19. The child's intelligence, when he is old enough to enter school, is a product of his heredity, and the kind of experience which he has had between birth and age 6 will not influence his I.Q.

 Strongly Agree
 Agree

 Disagree
 Strongly Disagree

20. It is all right for a girl in kindergarten or first grade to cry when she is hurt or sad, but a boy should not cry.

 Strongly Agree
 Agree

 Disagree
 Strongly Disagree

21. It is more important for a mother to be a good parent than for a father to be a good parent.

 Strongly Agree
 Agree

 Disagree
 Strongly Disagree

22. The most desirable number of children in families of the future is 2 children or fewer per family.

 Strongly Agree
 Agree

 Disagree
 Strongly Disagree

23. Telling stories to children, or reading to them, is basically a feminine activity and should be done mostly by women or girls.

 Strongly Agree
 Agree

 Disagree
 Strongly Disagree

24. The most desirable number of children in families of the future is 4 to 6 children per family.

 Strongly Disagree
 Agree

 Disagree
 Strongly Disagree

Do you have a 3, 4, or 5 year old brother or sister living in your family?

_____ Yes

_____ No

If you have a 3, 4, or 5 year old child in your family, do they watch "Sesame Street?"

_____ Never

_____ Once a week

_____ Twice a week

_____ Several times a week

_____ Everyday

VITA

Blain Richard Morgan

Candidate for the Degree of

Master of Science

Thesis: The Attitudes of "Blue Collar" Adolescents Toward Employment
of Women and Child Rearing Practices

Major Field Family and Child Development

Biographical Information:

Personal Data: Born at Kenilworth, Utah, December 13, 1936,
son of Gerald O. and Ruby Grange Morgan; married
Kathleen Doris Morgan August 30, 1962; two children--
Richard Derk and Heather.

Education: Attended elementary school in Kenilworth,
Spring Glen, and Helper, Utah; graduated from Carbon
High School, Price, Utah in 1955; received an Associate
Degree in Science from the College of Eastern Utah in
1961; attended Utah State University and completed
requirements for a Bachelor of Science degree, with a
major in Elementary Education and a minor in Speech
Therapy in 1964; completed requirements for the Master
of Science degree in the field of Family and Child
Development at Utah State University in 1970.

Professional Experience: 1970, Instructor in Child Development,
Utah State University; 1969-70, teacher at Kearns L.D.S.
Seminary, Kearns, Utah; 1966-1969, teacher at Logan L.D.S.
Seminary, Logan, Utah; 1964-1966, principal of Westside
High L.D.S. Seminary, Dayton, Idaho.